

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: October 25, 2006

Time: As Shown

Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the September 27, 2006, Meeting of the Board

Recognition for Outstanding Service

- Daniel S. Timberlake, Deputy Secretary of Finance for the Commonwealth of Virginia, and Former Assistant Superintendent for Finance, Virginia Department of Education
- Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education, Licensure, and Professional Practice, Virginia Department of Education

Public Comment

Reports on Board of Education Committees

- A. Report from Board of Education Committee Chairs

Action/Discussion on Board of Education Regulations

- B. Final Review of the Proposed Revisions to the Guidance Document Governing Certain Provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-05 et seq.)
- C. Final Review of Proposed *Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions* (8 VAC 20-710-10 et seq.)
- D. Final Review of Permanent *Regulations for Conducting Division-Level Academic Reviews*
- E. First Review of the Notice of Intended Regulatory Action (NOIRA) to amend the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (8 VAC 20-80-10 et seq.)

Action/Discussion Items

- F. First Review of a Request for a Rating of Conditionally Accredited from Richmond Public Schools for George W. Carver Elementary School
- G. First Review of a Request for a Rating of Conditionally Accredited from Richmond Public Schools for Richmond Alternative School
- H. First Review of a Request for a Rating of Conditionally Accredited from Sussex Public Schools for Annie B. Jackson and Ellen Chambliss Elementary Schools
- I. First Review of the Memorandum of Understanding for Petersburg Public Schools in Accordance with *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) (8 VAC 20-131-315 et seq.)
- J. First Review of the Annual Report for State-Funded Remedial Programs
- K. First Review of Proposed Additions, Deletions, and Modifications to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- L. First Review of Proposed Revised Foreign Language Standards of Learning
- M. First Review of a Proposal to Develop Standards of Learning for a New, Optional High School Mathematics Course
- N. First Review of the 2006 Annual Report on Regional Alternative Education Programs
- O. First Review of the Board of Education's 2006 Annual Report on the Condition and Needs of Public Schools in Virginia
- P. First Review of Proposed Revisions to the Standards of Quality
- Q. Final Review of Proposed Amendments to Virginia's *No Child Left Behind* (NCLB) Accountability Workbook Affecting Calculations of Adequate Yearly Progress (AYP) for the 2007-2008 School Year Based on Assessments Administered in 2006-2007

Reports

- R. Report: The Virginia International Education Task Force
- S. Annual Report from the Virginia Council for Private Education

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, October 24, 2006. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: _____ A. _____

Date: October 25, 2006

Topic: Report from Board of Education Committee Chairs

Presenters: Chairs and Co-chairs of Board of Education Committees

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
 ☐ State or federal law or regulation
 ☐ Board of Education regulation
 ☐ Other:

☐ Action requested at this meeting

☐ Action requested at future meeting

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action:
 date:
 action:

Background Information: Article Nine, Section 1 of the Board of Education's bylaws states the following:

ARTICLE NINE: COMMITTEES

Section 1. Standing and Special Committees. The Board may create standing committees composed of Board members and non-Board members, as it shall deem appropriate, and impose upon such committee or committees such functions and duties, and grant such rights, powers, and authority as the Board shall prescribe. The President shall appoint all members to serve on standing committees. Special committees of the Board may be established and appointed by the President for specific assignments. All special committees shall report their findings and recommendations to the Board. All special committees shall dissolve upon the completion of their stated assignment or by act of the President.

The Board of Education has five standing committees that have been established to study and make recommendations regarding important issues. The membership consists of Board members, and the work of the committees is facilitated by Department of Education staff, as needed.

The committees of the Board of Education are as follows:

- Committee on School and Division Accountability: Mr. David L. Johnson, chair
- Committee on Quality Preschool Programs: Mrs. Eleanor B. Saslaw, chair
- Committee on Literacy: Mrs. Isis M. Castro, chair
- Committee on Graduation and Dropout Rates: Dr. Ella P. Ward and Mr. Andrew J. Rotherham, co-chairs
- Committee on Standards of Quality: Dr. Gary L. Jones, chair

Note: The Board of Education has established a special committee, the Charter School Application Review Committee, chaired by Mrs. Saslaw. This committee meets when charter school application review requests are received by the Board; therefore the special committee is not reporting at this time.

Summary of Major Elements: The chairs and co-chairs will give a brief overview of the purpose and the work plan for their respective committees. Included in the report will be the following information:

- Purpose of the committee
- Dates of meetings held to date and the projected timeline for future meetings
- Major topics/issues to be covered by the committee
- General plan of work

Superintendent's Recommendation: N/A

Impact on Resources: The operating expenses and other costs associated with the meetings and functions of the Board of Education's committees are provided through the Department of Education's operating funds.

Timetable for Further Review/Action: The president of the Board of Education will call for reports and updates at future meetings.

Board of Education Agenda Item

Item: B.

Date: October 25, 2006

Topic: Final Review of the Proposed Revisions to the Guidance Document Governing Certain Provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-05 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☒ Action requested at this meeting

☐ Action requested at future meeting: _____

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date September 27, 2006
action Accepted for first review

Background Information: From January 12, 2005 through May 24, 2006, the Board examined changes to its regulations accrediting Virginia's K-12 public schools. Proposed changes have been made in accordance with the Administrative Process Act, which included the examination and incorporation of numerous public comments. On September 7, 2006, these proposed regulations, which the Board approved at its May 24 meeting, became effective. These newly-adopted changes supersede regulations that had been in effect since September 28, 2000.

On November 30, 2000, the Board approved a guidance document, which provides additional detail concerning the interpretation and implementation of certain provisions in the accreditation standards. From time to time since then, the Board has approved additional guidance. Now that the revised regulations are in effect, the need exists to update this guidance and to compile it into one document. The update is needed to address:

- 1) Obsolete language in the current guidance documents;
- 2) Updates needed because Virginia's accountability system has matured; and
- 3) Technical assistance in the areas of consequences for those schools that fail to meet the accountability requirements.

In addition, the guidance document has also been edited for clarity and consolidates all guidance related to the accrediting standards into one comprehensive package.

Summary of Major Elements: The following table provides information concerning what sections of the current guidelines are being retained in the proposed revisions:

Title of Section in Proposed Guidelines	Relationship to Current Guidelines (New Section or Update to Current Section)
Student Achievement Expectations (8 VAC 20-131-30)	<i>Update to current section</i> - addresses Remediation Recovery in grades 4, 6, and 7 (page 1)
Requirements for Graduation (8 VAC 20-131-50)	
✓ General Provisions	<i>Update to current section</i> - courses to satisfy graduation requirements for Standard, Advanced Studies, and Modified Standard Diplomas (page 3)
✓ Additional Graduation Credit Requirements	<i>Update to current section</i> - language in current guidelines has been updated (page 3)
✓ Sequential Electives for Graduation with a Standard or Modified Standard Diploma	<i>New section</i> – defines sequential electives (page 5)
✓ Awarding Differentiated Numbers of Verified Credit For Career and Technical Education Certification and Licensure Examinations	<i>New section</i> - addresses the option to substitute in the career and technical track either the student selected verified credit or verified credit in science or history/social science (page 7)
✓ Literacy and Numeracy Requirements for the Modified Standard Diploma	<i>Update to current section</i> - removes reference to Literacy Passport Test and now addresses Standards of Learning tests (page 8)
✓ Diploma Seals	<i>Update to current section</i> – for Governor's Seal requirements (page 8)
Transfer for Students (8 VAC 20-131-60)	
✓ Transfer from a Nonpublic School	<i>New section</i> - addresses transfer students from schools accredited by members of Virginia Council for Private Education and other schools (page 10)
✓ First-time Transfer Students	<i>New section</i> - defines first-time transfer student (page 11)
✓ Waiver of Verified Credit	<i>Update to current section</i> - includes Web site link to waiver application form (page 12)
Instructional Program in Elementary and Middle Schools (8 VAC 20-131-80 and 8 VAC 20-131-90)	
✓ Physical Fitness	<i>New section</i> - provides broad parameters for school divisions to incorporate physical fitness (page 14)
✓ Foreign Language and Algebra I	<i>New section</i> - states that school boards shall offer foreign language and Algebra I (page 15)

Standard and Verified Units of Credit (8 VAC 20-131-110)	
✓ Locally-Awarded Verified Credit	<i>Update to current section</i> - applies to students beginning with those students entering ninth-grade class in 2003-2004 (page 17)
✓ Mastery of Course Content and Objectives	<i>Update to current section</i> - new title to replace title in the Current Guidelines: “Alternative Provisions for Awarding Verified Credit” (page 18)
✓ Expedited Retake	<i>Update to current section</i> - new title to replace title in the current guidelines: “Alternative Provisions for Awarding Verified Credit” (page 18)
✓ Alternative Provisions for Awarding Verified Credit	<i>Update to current section</i> - addresses other states’ tests (page 19)
Standard School Year and School Day (8 VAC 20-131-150)	<i>Update to current section</i> - addresses alternative school schedules as outlined in the <i>Code of Virginia</i> (page 20)
Administrative and Staff Support; Staffing Requirements (8 VAC 20-131-240)	<i>New section</i> - addresses the secondary planning period (page 21)
Expectations for School Accountability (8 VAC 20-131-280)	
✓ Calculating Accreditation Ratings of Schools	<i>Update to current section</i> - for testing at grades 4, 6, and 7 and for the increase in benchmarks (page 22)
✓ Waivers for Special Purpose Schools	<i>Update to current section</i> - now incorporates alternative accreditation criteria (page 24)
Procedures for Certifying Accreditation Eligibility (8 VAC 20-131-290)	
✓ Experimental or Innovative Programs	<i>New section</i> – includes 1998 Board-approved definitions (page 26)
Action Requirements for Schools That Are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation (8 VAC 20-131-310)	<i>Update to current section</i> - incorporates the academic review process and the school improvement plan (page 27)
Action Requirements for Schools That Are Denied Accreditation (8 VAC 20-131-315)	
✓ School Division Requirements	<i>New section</i> – outlines notification process for schools (page 30)
✓ Memorandum of Understanding	<i>New section</i> – outlines parameters for <u>and</u> preparation and approval of MOU (page 30)
✓ Reconstitution	<i>New section</i> – outlines parameters for Board approval of this action (page 32)
✓ Closing a School	<i>New section</i> – references current procedures within the Department for changing a school’s status (page 33)
✓ Annual Reports	<i>New section</i> – general reporting requirements (page 33)

One change is proposed in response to public comment. The guidance for sequential electives, in 8 VAC 20-131-50, found on page 6, is modified to provide additional information on all sequential electives, not just those associated with Career and Technical Education courses. The amended language, underlined and in brackets, would say:

5. “A sequence that includes an exploratory course followed by an introductory course cannot be used to satisfy this requirement; however, an introductory course followed by another level of the same course of study [in any content area] can be used. [Such courses may include any sequence identified in the assignment codes document accompanying the Instructional Personnel Data Collection on the Department's Web site at http://www.doe.virginia.gov/VDOE/Publications/TCHCount/datacoll/assign_codes.xls (formerly known as the *School Administrators Handbook of Course Codes: Position Codes and Licensure Endorsement Codes*).]”

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the revisions to the guidance document for the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Impact on Resources: The impact on resources for the revision of this guidance is not expected to be significant.

Timetable for Further Review/Action: **Upon adoption by the Board,** the Department of Education will disseminate the guidance document to school divisions and post it on the department’s Web site. In addition, as required by § 2.2-4001 of the *Code of Virginia* and Executive Order 36 (2006), the document will be posed on the Virginia Regulatory Town Hall Web site and included on the list of guidance documents filed with the Register of Regulations.

**Guidance Document Governing Certain Provisions of the
Regulations Establishing Standards for Accrediting Public Schools in Virginia
(8 VAC 20-131-05 et seq.)**

STANDARD: 8 VAC 20-131-30. Student Achievement Expectations

Remediation Recovery

C. In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (Reading) or mathematics or both.

Guidance:

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain Standards of Learning tests in grades K-8 and high school English and mathematics. Students in grades K-8 are not required to retake Standards of Learning tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the local school board. Students in high school are not required to retake end-of-course Standards of Learning tests unless the student previously failed the course and the test, or the student needs to earn verified credit for graduation.

Placing a child in a remediation recovery program in English (Reading, Literature, and Research) and/or mathematics does not penalize a school if the student is not successful on the retake of a Standards of Learning test. Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any Standards of Learning tests taken following remediation in the student's record.

Remediation recovery scores will count at the school where the student was tested as a remediation recovery student. Students may be counted in remediation recovery only once for each grade or test.

The following students may not be included in remediation recovery programs:

- Students in grade 8 who are retested because they are retained and had not passed the grade 8 test in reading or mathematics; and
- Students who retake an end-of-course test as a result of failing and retaking an English or mathematics course at the high school.

For ratings beginning in the 2007-2008 school year, based on tests administered in the 2006-2007 school year, the following guidance applies:

Students who fail the grades 3 through 7 reading and/or mathematics tests and participate in a remediation recovery program after being promoted to the next grade will not retake the failed test or tests.

Instead, if these remediation recovery students pass the tests at the next grade, their scores will be counted twice in the school's accreditation pass rate—once as part of the pass rate for the grade in which they are currently enrolled and a second time under remediation recovery. If a remediation recovery student fails the test, then the student's score is counted only once for the school's accreditation rating.

Students who fail either the grade 8 reading or mathematics test, or an end-of-course English or mathematics test, and participate in a remediation recovery program will continue to retake the applicable Standards of Learning (SOL) test at the next regularly scheduled administration.

The score of a remediation recovery student who passes the grade 8 or end-of-course reading or mathematics test will be counted in the school's pass rate for the purposes of accreditation. If a student retakes and passes the grade 8 or an end-of-course English or mathematics test under remediation recovery, the student's score will be counted twice, once for the purposes of accreditation and a second time as part of remediation recovery. If a remediation recovery student fails the retake of the grade 8 or end-of-course test, then the student's score is not counted for the school's accreditation rating.

STANDARD: 8 VAC 20-131-50. Requirements for Graduation

General Provisions

A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them.

Guidance:

Standard 8 VAC 20-131-50 addresses the graduation requirements for students to earn the Standard, Advanced Studies, and Modified Standard diplomas. This regulation provides that the Board of Education's requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education.

In accordance with the standards, the Board has approved a list of courses to satisfy graduation requirements for the Standard, Advanced Studies, and Modified Standard Diplomas. The list may be found at: <http://www.doe.virginia.gov/VDOE/Instruction/webcses.html#top>

Additional Graduation Credit Requirements

A. The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them.

Code of Virginia Requirements:

The Standards of Quality ([§ 22.1-253.13:4 of the Code of Virginia](#)) state the following:

“A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.”

Guidance:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits.

Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science). For example, a local request to add one additional credit requirement in history and one in science would generally be approved, because that would not exceed a total graduation credit requirement of 24 and those credits are in the core disciplines.

Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis. In evaluating requests for additional local graduation credits outside the core discipline areas, the Board generally may consider, among other criteria, a local school division's graduation and drop-out rates and its students' performance on the Standards of Learning tests.

Advanced Studies Diploma: Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social sciences, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

Transfer Students: Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Prospective Application / Advance Notice: A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

Allocation of Electives: Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged.

For the Standard Diploma, generally the Board will approve allocations of electives to prescribed credits in the core discipline areas of English, mathematics, science, or history/social sciences. Requests to allocate electives for prescribed credits outside of the core disciplines will be considered on a case-by-case basis.

For the Advanced Studies Diploma, generally the Board will approve allocations of electives to prescribed credits in the discipline areas of English, mathematics, science, history/social sciences, fine arts (including performing arts) or career and technical education, or foreign language. Requests to allocate electives for prescribed credits outside of these disciplines will be considered on a case-by-case basis.

Generally, in addition, a local school division may offer, as an option to students, the opportunity to pursue concentrated courses of study by taking related courses in a specialty area (for example, career and technical education, fine or performing arts), or to choose to take a variety of elective courses. Offering such options shall not require Board approval so long as choosing a particular concentration of elective courses is not mandatory for graduation.

Sequential Electives Required for Graduation with a Standard or Modified Standard Diploma

Code of Virginia Requirements:

The Standards of Quality ([§ 22.1-253.13:4.D.2 of the Code of Virginia](#)) require students who are pursuing the Standard Diploma or Modified Standard Diploma to complete at least two sequential electives. The statute states:

“The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board....”

Guidance:

“*Sequential electives*” means any series of courses that are used to fulfill the elective requirements for a Standard or Modified Standard Diploma in which the content increases or

expands in scope and sequence as students move through the various levels of the courses. To further assist local school divisions to ensure that students comply with the requirement, the following guidance is provided:

1. The requirement for students to complete two sequential electives became effective with the graduating class of 2003.
2. The two sequential electives may be in any discipline in as long as the courses are not specifically required for graduation in 8 VAC 20-131-50 of the standards.
3. Notwithstanding item 2 above, courses used to satisfy the one unit of credit in a fine or practical art required for the Standard or Modified Standard Diploma may be used to partially satisfy this requirement.
4. Guidance for sequential electives in career and technical education programs are available from the Department and can be found at:
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/apg/>. Sequential elective information is available for the following programs of study:
 - ✓ Agricultural Education
 - ✓ Business and Information Technology
 - ✓ Family and Consumer Sciences Courses
 - ✓ Health and Medical Science Courses
 - ✓ Marketing Courses
 - ✓ Technology Education Courses
 - ✓ Trade and Industrial Education Courses
 - ✓ Career Connections Courses
5. A sequence that includes an exploratory course followed by an introductory course cannot be used to satisfy this requirement; however, an introductory course followed by another level of the same course of study [in any content area] can be used. [Such courses may include any sequence identified in the assignment codes document accompanying the Instructional Personnel Data Collection on the Department's Web site at http://www.doe.virginia.gov/VDOE/Publications/TCHCount/datacoll/assign_codes.xls (formerly known as the *School Administrators Handbook of Course Codes, Position Codes and Licensure Endorsement Codes*).]
6. Students may take the focused sequence of elective courses in consecutive years or any two years of high school.

Awarding Differentiated Numbers of Verified Credit for Career and Technical Education Certification and Licensure Examinations

Requirements for both the Standard and Advanced Studies Diplomas:

FN5 A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

Requirement for the Standard Diploma only:

FN6 Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Guidance:

All additional tests used for this purpose must be approved by the Board of Education. This guidance shall be retroactive to students who first entered the ninth grade in 2003-2004.

Criteria for Awarding Student-Selected Verified Credit: Student-selected verified credit will be awarded for certification or licensure examinations that meet all of the following criteria:

- Industry certification or licensure examinations that are approved to satisfy the requirements for the Board of Education's Career and Technical Education Seal or the Board of Education's Seal of Advanced Mathematics and Technology will satisfy requirements for student-selected verified credits.
- The teacher and/or the career and technical education program must be certified by the issuing organization relative to the industry certification or license.
- A standard credit may not be verified more than once.

Earning Student-Selected Verified Credit: One student-selected verified credit will be awarded for passing each certification or licensure examination that meets all of the above criteria and the student earns one standard unit of credit only in the career and technical education concentration or specialization.

Two student-selected verified credits will be awarded for passing each certification or licensure examination that meets all of the above criteria; and

- The student meets the career and technical education concentration or specialization course requirements for program completer.
- The student earns at least two standard units of credit in the career and technical education concentration or specialization.
- The student may substitute one of these verified credits for a verified credit in either science or history/social science.

A list of credentials approved for this purpose may be found at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2005/inf236.html> and
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/certification/list.pdf>

Literacy and Numeracy Requirements for the Modified Standard Diploma

Students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board.

Guidance:

Students who pursue the Modified Standard Diploma shall be required to attain a minimum score approved by the Board on the 8th grade Standards of Learning (SOL) tests in both English (Reading) and mathematics to meet the literacy and numeracy requirements for this diploma. Students may substitute a higher-level Standards of Learning test (i.e., end-of-course English [reading], Algebra I, Algebra II, or Geometry) for the 8th grade Standards of Learning (SOL) tests in English (Reading) and mathematics or other substitute tests approved by the Board. In addition, students pursuing the Modified Standard Diploma shall have opportunities for an expedited retest on the 8th grade (or higher level) tests in the same manner as prescribed in this guidance for students earning verified credit.

Diploma Seals

Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least 9 transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses shall receive the Governor's Seal on the diploma.

Guidance:

The requirements for the Governor's Seal have been revised to require a higher level of academic achievement. The standards stipulate that the requirements for graduation shall be

those in effect the first time a student enters the ninth grade. The requirements for diploma seals are included as part of the standards that outline the requirements for graduation. Thus, they become effective at the same time as the graduation requirements. The new requirements for the Governor's Seal are effective with the ninth-grade class of 2006-2007.

Information regarding requirements for the various seals may be found at:
<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/adm009.html>

STANDARD: 8 VAC 20-131-60. Transfer of Students

Transfer from a Nonpublic School

A. The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools shall be evaluated to determine appropriate grade placement in accordance with policies adopted by the local school board.

D. A secondary school shall accept credits toward graduation received from Virginia nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (VCPE). The Board of Education will maintain contact with the VCPE and may periodically review its accrediting procedures and policies as part of its policies under this section.

Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of 8 VAC 20-131-110 A.

Guidance:

The Standards of Quality, in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to make provisions for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Each local school board shall develop a policy for the transfer of students consistent with these standards.

Any student transferring to a Virginia public school from a nonpublic school accredited by a constituent member of the Virginia Council for Private Education (VCPE) shall receive credit for all grade level work completed in the nonpublic school. Information regarding constituent members of the VCPE can be found on this organization's Web site at: <http://www.vcpe.org/>. This guidance applies to grades K through 12.

When a student transfers from a nonpublic school that is not accredited by a constituent member of the VCPE, the receiving school shall make every reasonable effort to determine the level of achievement of students transferring in grades K through 8. If the receiving school is unable to determine the acceptability of prior work for the student to be placed in accordance with local school board policy, the school may consider using the results of any nationally-normed standardized test as a guide for grade placement.

At the secondary level, when a student transfers from a nonpublic school that is not accredited by a constituent member of the VCPE, if the receiving school staff is unable to determine that the courses for which the student has been awarded credit or, in the case of some students who have been home-schooled, or no credit was awarded, the receiving school may use the results of any nationally-normed standardized content specific test already taken by the student as a basis for awarding credit. Schools should refrain from using teacher-made tests because the transferring student has not been provided with the specific instruction for these tests that was made available at the receiving school. Schools may review course descriptions, lesson plans, tests, or other appropriate documentation from the student's previous school in making decisions regarding the acceptability of the standard units of credit.

The receiving school is not required to award a letter or numeric grade when accepting courses in transfer.

First-Time Transfer Students

G. Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated. In any event, no such student shall earn fewer than the following number of verified units, nor shall such students be required to take SOL tests or additional tests as defined in 8 VAC 20-131-110 for verified units of credit in courses previously completed at another school or program of study, unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:

1. For a Standard Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;

b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of four verified units of credit: one each in English, mathematics, history, and science. Students who complete a career and technical education program sequence may substitute a certificate, occupational competency credential or license for either a science or history and social science verified credit pursuant to 8 VAC 20-131-50; and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of two verified units of credit: one in English and one of the student's own choosing.

2. For an Advanced Studies Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;

b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's own choosing; and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of four verified units of credit: one in English and three of the student's own choosing.

Guidance:

Graduation requirements for students entering a Virginia public high school for the first time are stated in 8 VAC 20-131-60 G. Students entering a Virginia high school for the first time during the tenth grade or later may benefit by having to earn a minimum number of verified credits for the Standard or Advanced Studies Diploma. The “first time” refers to the first time in a Virginia public high school in that grade regardless of where the student attended school in the ninth grade. Therefore, a student who entered a Virginia public high school in the ninth grade, transferred to another state, and returned to a Virginia public high school during those grades may be allowed to earn the Standard or Advanced Studies Diploma by meeting the criteria of 8 VAC 20-131-60 G.

Waiver of Verified Credit

H. Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision G1 c or G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board of Education.

Guidance:

Local school boards, through the division superintendent, may request waivers of the verified credit requirement for students who may be eligible for such a waiver by providing a written request to the Department of Education no more than 90 calendar days prior to the student’s anticipated graduation date. The request for a waiver shall be submitted on forms provided by the Department of Education and shall include documentation that the student transferred from

outside the state within a time frame that would not allow the student to meet the reduced verified credit provisions of 8 VAC 20-131-60.G. of the standards and what efforts had been made to comply with the standards. An application form has been developed for this purpose which can be found at:

http://www.doe.virginia.gov/VDOE/Accountability/verified_credit_waiver_app.doc

STANDARD: 8 VAC 20-131-80. Instructional Program in Elementary Schools and STANDARD: 8 VAC 20-131-90. Instructional Program in Middle Schools

Physical Fitness

Instructional program in elementary schools

A. The elementary school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, and physical education and health and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

Instructional program in middle schools

A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration, and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

Guidance:

Every school division should develop a local policy to ensure that each student participates in a program of physical fitness, whether it be through a physical education program offering at the school or another type of activity. It shall be up to each local school division to determine in its policy how to ensure student participation in such a program during the regular school year and to establish minimum time amounts for student participation. In their local policies, school divisions should establish a process for verifying and documenting student participation.

The goals for elementary students should focus on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (cardio-respiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness.

Meeting the physical fitness requirements may be accomplished by either of the following:

- Requiring all students to take a sequential program of physical education that involves moderate to vigorous physical activity based on Virginia's Standards of Learning (SOL) as required by 8 VAC 20-131-80 and 8 VAC 20-131-90; or

- Requiring those students who do not take physical education to participate in:
 - ✓ Before- and after-school physical activity programs, such as intramurals, clubs, dance programs, community sports programs, and interscholastic athletics;
 - ✓ Other opportunities outside of the school such as an individual physical activity, which could include: 1) a student walking or bike riding outside of the school day; 2) student participation in a physical activity with a parent; 3) individual lessons in activities such as ballet; or 4) a student participating in a local fitness facility program; or
 - ✓ Joint school and community recreation activities that require physical activity.

The local policy should provide for the effective use of school and community resources and equitably serve the needs and interests of all students, taking into consideration age appropriateness, differences of gender, cultural norms, physical and cognitive abilities, students with disabilities, and fitness levels. Students who participate in effective physical fitness programs during the regular school year develop lifelong habits necessary to promote health and learning. Systemic, sustainable changes to fitness programs occur when schools, families, and communities engage to create health-promoting school environments.

The following information is provided to school divisions as resources available for use in developing a policy for physical fitness:

Virginia Department of Education Health Education, Physical Education, and Driver Education Web site: <http://www.doe.virginia.gov/VDOE/Instruction/PE/>

Joint Committee of the Board of Education and Board of Health Final Report, September 2004: http://www.doe.virginia.gov/VDOE/VA_Board/BOE-BOH-Report.pdf

Governor's Healthy Virginians Web site: <http://www.healthyvirginians.virginia.gov/index.cfm>

Scorecard for the Governor's Nutrition and Physical Activity and Program: <http://www.virginia.gov/doe/login.html>

Superintendent's Memo No. 7, May 20, 2005, Local Wellness Policy Requirement: <http://www.doe.virginia.gov/VDOE/suptsmemos/2005/reg007.html>

Foreign Language and Algebra I

C. Level one of a foreign language and an Algebra I course shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the

local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

Guidance:

Local school boards shall offer foreign language and Algebra I courses to students in the eighth grade. Nothing in the standards prevents schools from offering these courses to other grades in that school. The standards require that when students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level.

STANDARD: 8 VAC 20-131-110. Standard and Verified Units of Credit

Locally-Awarded Verified Credit

3. Beginning with the ninth grade class of 2003-2004 and beyond students who do not pass Standards of Learning tests in science or history and social science may receive locally-awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

Also, students must have taken a Standards of Learning test in a subject area twice before being able to access this process.

Guidance:

The awarding of verified credit using this process applies only for the Standard Diploma retroactive to the ninth-grade class of 2003-2004. This process does not apply to awarding verified credit for an Advanced Studies Diploma.

No more than four verified credits may be awarded through this process and these may not be used to award verified credits for the Advanced Studies Diploma.

The award of verified credits under this guidance will not be used to recalculate a school's accreditation rating.

To be eligible to earn locally awarded verified credits in science, or history/social science under this guidance, a student must:

- Pass the high school course,
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- Demonstrate achievement in the academic content through an appeal process administered at the local level.

The Board of Education requires that local school boards adopt policies to govern procedures used to award local verified credit. The appeal process will include:

- The appointment by the local school board of a local review panel comprised of at least three educators. Different panels may be appointed for individual schools or groups of schools, at the local school board's discretion.
- The local review panel will review information that provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, divisionwide exams, course grades, and additional academic assignments (e.g., papers, projects, essay or written questions) as deemed appropriate.

- Based on the evidence reviewed, the local review panel may award the verified credit, deny the verified credit, suggest participation in a remedial program and retesting, or make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

Mastery of Course Content and Objectives

2. Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

Guidance:

The division superintendent shall be responsible for identifying the manner in which students demonstrate mastery of course content and objectives for the purposes of this standard. Documentation of such mastery shall be maintained in the student's permanent record.

Expedited Retake

The Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited retake of an end-of-course SOL test to earn verified credit.

Guidance:

The Board of Education has approved the following criteria for students eligible for an expedited retake of an end-of-course Standards of Learning test:

The student must: need the test for verified credit, have passed the course associated with the test, and have met one of the following:

- Failed the test by a narrow margin, or
- Failed the test by any margin and have extenuating circumstances that would warrant retesting, or
- Did not sit for the regularly scheduled test for legitimate reasons.

The “narrow margin” criterion shall be defined as a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for the purposes of establishing eligibility for an expedited retest of an end-of-course Standards of Learning test.

Students pursuing the Modified Standard Diploma shall have opportunities for an expedited retest on the 8th grade (or higher level) tests in the same manner as prescribed in this guidance for students earning verified credit.

Alternative Provisions for Awarding Verified Credit

C. The Board of Education may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

- 1. The test must be standardized and graded independently of the school or school division in which the test is given;*
- 2. The test must be knowledge based;*
- 3. The test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and*
- 4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.*

The Board of Education will set the score that must be achieved to earn a verified unit of credit on the additional test options.

Guidance:

The Board of Education will accept content-based high school end-of-course tests administered as a part of another state's accountability system for the purpose of awarding verified credit to students who transfer to Virginia public schools. When students transfer to a Virginia public school from a state that requires such high school end-of-course tests, the local school division may automatically accept the student's passing score on the test and the corresponding course for the purposes of awarding verified credit.

When students transfer to a Virginia public school from a state that requires a comprehensive subject area examination as a prerequisite for graduation from high school, the Department of Education, at the request of the division superintendent, will review the examination to determine its suitability for use to award verified credit in the same manner as other substitute tests have been reviewed and recommended for approval. In order for a test to be deemed suitable for use, the test must be approved as part of another state's accountability system and approved through the federal standards and assessment peer review process. Such requests shall be submitted by the division superintendent within 30 days of receipt of the student's record.

The Board of Education may delegate the authority for final approval of these tests to the Superintendent of Public Instruction.

The Board of Education has approved a list of tests acceptable as substitutes for end-of-course Standards of Learning tests and passing scores for those tests. Substitute Tests for Verified Credit may be found at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2002/inf079a.pdf>

STANDARD: 8 VAC 20-131-150. Standard School Year and School Day

A. The standard school year shall be 180 instructional days. The standard school day for students in grades 1 through 12 shall average at least 5-1/2 instructional hours, excluding breaks for meals and recess, and a minimum of three hours for kindergarten.

Guidance:

Section 22.1-79.1 of the *Code of Virginia* states the following: “C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.”

The Board of Education is not required to approve an alternative schedule. Local school boards shall ensure that the minimum instructional day shall be at least five and one half instructional hours for grades one through twelve and a minimum instructional day of three hours for kindergarten. In addition, the instructional hour requirements in the four academic areas as outlined in 8 VAC 20-131-80, 8 VAC 20-131-90 and 8 VAC 20-131-110 must be met.

STANDARD: 8 VAC 20-131-240. Administrative and Staff Support; Staffing Requirements

E. The middle school classroom teacher's standard load shall be based on teaching no more than 5/6 (five-sixths) of the instructional day with no more than 150 student periods per day or 30 class periods per week. Beginning with the academic year 2008-2009 a middle school classroom teacher's standard load shall be based on teaching no more than 5/6 (five-sixths) of the instructional day with no more than 150 student periods per day or 25 class periods per week.

F. The secondary classroom teacher's standard load shall be based on teaching no more than 5/6 (five-sixths) of the instructional day with no more than 150 student periods per day or 25 class periods per week. Teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day, an appropriate contractual arrangement and compensation shall be provided.

G. Middle or secondary school teachers shall teach no more than 750 student periods per week; however, physical education and music teachers may teach 1,000 student periods per week.

H. Notwithstanding the provisions of subsections E, F, and G each full-time middle and secondary classroom teacher shall be provided one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

The standards noted above were established based on the funding formula in the Standards of Quality. The Standards of Quality, in § 22.1-253.13:2.C. require that "school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties." Language in this section of the standards reflects the intent of the Standards of Quality.

Guidance:

The amount of time allocated for the unencumbered planning period should be based on the length of an instructional day in minutes regardless of the scheduling configuration used by the school.

STANDARD: 8 VAC 20-131-280. Expectations for School Accountability

Calculating Accreditation Ratings of Schools

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 as specified below:

- 1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.*
- 2. The number of students who successfully complete a remediation recovery program.*
- 3. Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.*

Guidance:

Accreditation ratings awarded in an academic year are based upon test scores from the academic year immediately prior to the year to which the rating applies. A school's accreditation rating reflects overall achievement in English, mathematics, science, and history/social science. Schools in which students meet or exceed achievement benchmarks established by the Board of Education in these four major content areas are eligible to be rated as fully accredited.

In calculating accreditation ratings, allowances are made for certain transfer students, students who speak little or no English, and students who pass retakes of tests after receiving remedial instruction. These allowances result in adjusted pass rates, which are used to determine accreditation ratings. In some cases, all of the tests given in a subject area at different grade levels in a school may be combined to calculate one overall pass rate in the subject for the entire school.

Accreditation Ratings Awarded in 2006-2007 Based Upon Tests Administered in 2005-2006:

High schools and middle schools are eligible to be rated fully accredited if students achieve adjusted pass rates of 70 percent or above in all four content areas. A combined adjusted pass rate of at least 75 percent on English tests in grades 3 and 5 is required for full accreditation eligibility at the elementary school level, and for other schools with students in these grades. For grade 4, the adjusted pass rate for English tests is at least 70 percent for 2006-2007 only.

Elementary schools also must achieve an adjusted pass rate of at least 70 percent in mathematics and in grade 5 science and grade 5 history, and pass rates of at least 50 percent in grade 3 science and grade 3 history. The following table illustrates the benchmarks for 2006-2007 ratings:

<u><i>Subject</i></u>	<u><i>Grade 3</i></u>	<u><i>Grade 4 (2006-2007 Ratings only)</i></u>	<u><i>Grade 5</i></u>	<u><i>Grades 6-12</i></u>
English	75%	70%	75%	70%
Mathematics	70%	70%	70%	70%
Science	50%	-	70%	70%
History/Social Science	50%	-	70%	70%

For those schools with grade configurations where multiple pass rates apply, the test results may be combined in each of the four core areas provided the school chooses to meet the higher pass rate.

Superintendent's memo regarding pass rates for reading and mathematics for the 2006-2007 school year may be accessed at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf048.html>

Accreditation Ratings Awarded in 2007-2008, 2008-2009, and 2009-2010 Based Upon Tests Administered in 2006-2007, 2007-2008, and 2008-2009: High schools and middle schools are eligible to be rated fully accredited if students achieve adjusted pass rates of 70 percent or above in all four content areas. A combined adjusted pass rate of at least 75 percent on English tests in grades 3 through 5 is required for full accreditation eligibility at the elementary school level, and for other schools with students in these grades. Elementary schools also must achieve an adjusted pass rate of at least 70 percent in mathematics and in grade 5 science and grade 5 history, and pass rates of at least 50 percent in grade 3 science and grade 3 history. The following table illustrates these benchmarks for ratings awarded in 2007-2008 through 2009-2010:

<u><i>Subject</i></u>	<u><i>Grade 3 & 4</i></u>	<u><i>Grade 5</i></u>	<u><i>Grades 6-12</i></u>
English	75%	75%	70%
Mathematics	70%	70%	70%
Science	50%	70%	70%
History/Social Science	50%	70%	70%

For those schools with grade configurations where multiple pass rates apply, the test results may be combined in each of the four core areas provided the school chooses to meet the higher pass rate.

Accreditation Ratings Awarded Beginning in 2010-2011 Based Upon Tests Administered Beginning in 2009-2010: For all grades (K through 12), the pass rates shall be at least 75 percent in English and 70 percent in mathematics, science, and history/social science.

The following table illustrates these benchmarks for ratings awarded in 2010-2011 and beyond:

<u>Subject</u>	<u>All Grades</u>
English	75%
Mathematics	70%
Science	70%
History/Social Science	70%

Waivers for Special Purpose Schools

- A. *Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

Guidance:

Schools described in this standard are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of these standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request. The chair of the local school board and the division superintendent are expected to be in attendance at the Board of Education meeting when the proposal is considered.

As part of the approval process, the Board of Education will consider the following criteria:

Alternative Accreditation Accountability Criteria

1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, the school is eligible to request an alternative accreditation plan.

2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school and the student population's success in achieving the Standards of Learning.
4. The school provides transition planning to help students be successful when they return to a regular school setting.
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include standards-based academic achievement measures.
6. Convincing evidence has been provided that students who are enrolled in the school have not been successful in other schools subject to all the accrediting standards.
7. Students will be taught by highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in these standards.
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.
10. The plan includes use of statewide assessment student achievement results of English and mathematics.
11. The plan meets the testing requirements of these standards.
12. The plan meets the testing requirements of the federal *No Child Left Behind Act of 2001* (NCLB) and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.

STANDARD 8 VAC 20-131-290. Procedures for Certifying Accreditation Eligibility

Experimental or Innovative Programs

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:

- 1. Purpose and objectives of the experimental/innovative programs;*
- 2. Description and duration of the programs;*
- 3. Anticipated outcomes;*
- 4. Number of students affected;*
- 5. Evaluation procedures; and*
- 6. Mechanisms for measuring goals, objectives, and student academic achievement.*

Except as specified below, the board may grant, for a period up to five years, a waiver of these regulations that are not mandated by state or federal law or designed to promote health or safety. The board may grant all or a portion of the request. Waivers of requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be approved for a program which would violate the provisions of the Standards of Quality.

Guidance:

This standard allows school boards to apply for approval of experimental or innovative programs that are not consistent with these standards. The Board may grant approval of such programs for up to five years; however, the regulations prohibit the Board from granting waivers to requests that do not meet the requirements of 8 VAC-20-131-30 - Student Achievement Expectations, 8 VAC 20-131-50 - Requirements for Graduation, 8 VAC 20-131-70 - Program of Instruction and Learning Objectives, and/or 8 VAC 20-131-280 through 340 - School Accreditation.

In 1998, the Board adopted the following definitions for experimental and innovative programs:

"An experimental program shall be a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory."

"An innovative program shall be a program shown to produce a positive educational effect but which does not meet standard operating or procedural requirements."

STANDARD: 8 VAC 20-131-310. Action Requirements for Schools That Are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation

Academic Review

A. With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the board.

Guidance:

Schools rated Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation must undergo an academic review in accordance with guidelines adopted by the Board and prepare a school improvement plan as required by 8 VAC 20-131-310 F. The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels.

The school-level academic review process is tailored to meet the unique needs and circumstances presented by the school. The first year that a school is rated “accredited with warning” an academic review team conducts a comprehensive review of the areas related to the systems, processes, and practices that are being implemented at the school and division levels as indicated above. Throughout the school’s continued status in warning, the academic review process is designed to monitor the implementation of the school improvement plan and provide technical assistance to support the school’s improvement efforts.

The division superintendent may request that the school division be allowed to conduct their own academic review process of schools accredited with warning, using their own established processes. Such requests must be sent to the Superintendent of Public Instruction for approval. The request must show that the proposed process and areas of review address the components of the school-level academic review process approved by the Board of Education.

School Improvement Plan

Schools rated Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation must undergo an academic review in accordance with guidelines adopted by the board and prepare a school improvement plan as required by 8 VAC 20-131-310 F.

B. Any school that is rated Accredited with Warning in English or mathematics shall adopt a research based instructional intervention that has a proven track record of success at raising student achievement in those areas as appropriate.

C. The superintendent and principal shall certify in writing to the Board of Education that such an intervention has been adopted and implemented.

D. The board shall publish a list of recommended instructional interventions, which may be amended from time to time.

E. Adoption of instructional interventions referenced in subsections B and D of this section shall be funded by eligible local, state, and federal funds.

F. A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review of each school that is rated Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation upon receipt of notification of the awarding of this rating and receipt of the results of the academic review. The plan:

1. Shall be developed with the assistance of parents and teachers and made available to the public;

2. Must include the components outlined in subsection G of this section; and

3. Must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in 8 VAC 20-131-300.

G. The improvement plan shall include the following:

1. A description of how the school will meet the requirements to be Fully Accredited, for each of the years covered by the plan;

2. Specific measures for achieving and documenting student academic improvement;

3. A description of the amount of time in the school day devoted to instruction in the core academic areas;

4. Instructional practices designed to remediate students who have not been successful on SOL tests;

5. Intervention strategies designed to prevent further declines in student performance;

6. Staff development needed;

7. Strategies to involve and assist parents in raising their child's academic performance;

8. The need for flexibility or waivers to state or local regulations to meet the objectives of the plan; and

9. A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan.

As part of its approval of the school improvement plan, the board may grant a local school board a waiver from the requirements of any regulations promulgated by the board when such a waiver is available.

H. The school improvement plan and related annual reports submitted to the board shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited. The board shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

Guidance:

In accordance with these standards, three-year school improvement plans developed by schools Accredited with Warning must be submitted to the Department no later than October 1 of the school year. If a local school board determines that waivers of state or local regulations are necessary to meet the goals and objectives of the plan, an application for a waiver must be submitted no later than June 1. This will allow the Board of Education to consider the waiver prior to the local school board's final approval and submission of the improvement plan to the Department.

Additional information can be found on the Department's Web site under School Improvement at: <http://www.doe.virginia.gov/VDOE/SchoolImprovement/>, including two links on this Web page titled: "Suggested format for three-year school improvement plans (Word document)" and "October 1 Status Report directions and suggested format (Word document)."

STANDARD: 8 VAC 20-131-315. Action Requirements for Schools That Are Denied Accreditation

School Division Requirements

A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:

- 1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;*
- 2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and*
- 3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.*

Guidance:

Interested parties are stakeholders that are identified by the local school board and should include the local governing body.

The Department shall notify the school division of its accreditation rating. If the division determines that the rating may be inaccurate, the division superintendent shall notify the Department. The process of notifying students, parents, and interested parties of the "Accreditation Denied" rating as well as the development of a corrective action plan should begin when ratings are released.

In the corrective action plan submitted to the Board of Education, the division/school must provide evidence that the three requirements in 8 VAC 20-131-315 A have been met. Evidence includes, but is not limited to: 1) a copy of the written notice provided to parents, students, and interested parties of the school's rating to include the date of the release of the notice; 2) information regarding the prominent posting on a school division's Web site of the corrective action plan and evidence that this plan is available in hard-copy form upon request; and 3) a description of the public comment process along with a summary of public comments received.

Memorandum of Understanding

B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school

board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

- 1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.*
- 2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.*

Guidance:

Memorandum of Understanding (MOU) Preparation: The Memorandum of Understanding (MOU) is signed by the President of the state Board of Education, the chairman of the local school board, the division superintendent, and the Superintendent of Public Instruction. The Board of Education's review and approval process for each MOU may include a review by a committee of the Board, approval by the full Board and signatures of the President of the Board of Education and the Superintendent of Public Instruction on each MOU. The Board may also delegate the review and final approval of each MOU to the President of the Board of Education and the Superintendent of Public Instruction.

The contents of the MOU will vary depending upon: 1) the unique characteristics of the school; 2) the causes for its "Accreditation Denied" rating; 3) the goals to improve student achievement for the particular school; and 4) the goals to reach full accreditation.

The corrective action plan should address the following:

- ✓ What is the current status of the school and what are the areas of deficiency?
- ✓ What is the long-range vision for the school?
- ✓ What goals, objectives, and strategies will be used to get the school to full accreditation?
- ✓ What is the projected timeline to accomplish the goal of full accreditation? Why was this particular timeline chosen?
- ✓ How will the school maintain full accreditation status once obtained?

The Department's School Improvement Office offers technical assistance documents to assist schools and school divisions with the development and evaluation of corrective action plans submitted to the Board that would become the basis for the MOU.

Status Reports Prescribed by the MOU: The local board shall submit status reports detailing implementation of actions prescribed by the MOU to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present these status reports.

Each status report provided needs to outline school progress in accordance with the goals and objectives outlined in the MOU. These reports shall be submitted to the Board of Education on a quarterly basis from the date of approval of the MOU unless otherwise specified.

Other Elements for Inclusion in the MOU: The MOU may also include but not be limited to:

1. Provisions for the school undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employment of a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Reconstitution

C. As an alternative to the memorandum of understanding outlined in subsection B, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B.

“Reconstitution” means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied which may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.

Guidance:

Any local school board applying for a “Conditionally Accredited” rating must appear before the Board to make this request and present evidence that such reconstitution is designed to improve student achievement and result in a “Fully Accredited” rating. Evidence must, at a minimum,

include, but not be limited to, outlining the specific target areas within the reconstituted school structure and how these areas in the reconstituted structure address the deficiencies that caused the school to be rated “Accreditation Denied.” The Board expects that such requests will be received within 45 days of the notification of the rating.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of “Conditionally Accredited” as provided for in 8 VAC 20-131-300.D.6. The “Conditionally Accredited” rating may be granted for a period not to exceed three years if the school is making progress toward a rating of “Fully Accredited” in accordance with the terms of the Board’s approval of the reconstitution application. The school shall revert to a status of “Accreditation Denied” if it fails to meet the requirements to be rated “Fully Accredited” by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Closing a School

D. The local school board may choose to close a school rated Accreditation Denied or to combine such school with a higher performing school in the division.

Guidance:

The Office of Data Administration within the Department of Education has procedures already in place for closing or combining schools. Additional information may be found at:
<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/adm021.html>.

Annual Reports

E. A local school board that has any school with the status of Accreditation Denied shall annually report each school’s progress toward meeting the requirements to be rated Fully Accredited to the Board of Education. The local board shall submit such report in a manner prescribed by the Board of Education no later than October 1 of each year. Such reports on each school’s progress shall be included in the Board of Education’s annual report on the condition and needs of public education to the Governor and the General Assembly...

Guidance:

The annual progress report should be a summary of progress for the previous school year that provides information on the school’s efforts toward meeting the goals and objectives of the MOU. The chairman of the local school board may be asked to appear before the Board should this report not be submitted by the October 1 deadline.

Board of Education Agenda Item

Item: C.

Date: October 25, 2006

Topic: Final Review of Proposed Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions (8 VAC 20-710-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☒ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☒ Action requested at this meeting

☐ Action requested at future meeting: _____

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date October 28, 2004 and July 27, 2005
action Approved Notice of Intended Regulatory Action (NOIRA) (October 28, 2004) and accepted proposed regulations for first review (July 27, 2005)

Background Information: Chapter 917, 2004 Acts of Assembly, directs the Board of Education to promulgate regulations providing for a process by which school divisions may submit proposals for consolidation. A new regulation must be promulgated to comply with the terms of Chapter 917. HB 978 amended § 22.1-25 of the *Code of Virginia* to add the following language:

“...Consistent with its authority pursuant to Article VIII, Section 5 of the Constitution of Virginia to designate school divisions in the Commonwealth of such geographic size and school-age population as will best promote the realization of the standards of quality, the Board shall promulgate regulations consistent with the provisions of this section that provide for a process whereby school divisions may submit proposals for the consolidation of school divisions. Such regulations shall provide for, among other things, a public notice and hearing process to be conducted by the applicant school divisions.

School divisions submitting proposals for consolidation shall include such information and data as may be required by the Board, including (i) the criteria set forth in subsection C; (ii) evidence of the cost savings to be realized by such consolidation; (iii) a plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division; (iv) procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms; (v) a plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; and (vi) evidence of local support for the proposed consolidation.

For five years following completion of such consolidation, the computation of the state and local share for an educational program meeting the standards of quality for school divisions resulting from consolidations approved pursuant to this subsection shall be the lower composite index of local ability-to-pay of the applicant school divisions, as provided in the appropriation act.”

Summary of Major Elements: The proposed regulations include the following provisions, as required by § 22.1-25:

- A public notice and hearing process to be conducted by the school divisions;
- Consideration of the following criteria specified in § 22.1-25 of the *Code of Virginia*:
 1. The school-age population of the school divisions;
 2. The potential of the proposed school division to offer a comprehensive program for kindergarten through grade 12 at the level of the established standards of quality;
 3. The potential of the proposed school division to promote efficiency in the use of school facilities, and school personnel, and economy in operation;
 4. Anticipated increase or decrease in the number of children of school age in the proposed school division;
 5. Geographical area and topographical features as they relate to transportation facilities to provide for reasonable access by students to school facilities; and
 6. The ability of each existing school division to meet the standards of quality with its own resources and facilities, or in cooperation with another school division or divisions if arrangements for such cooperation have been made.
- Components of proposals for consolidation as specified by § 22.1-25 of the *Code of Virginia*:
 1. Evidence of the cost savings to be realized by such consolidation;
 2. A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division;
 3. Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms;

4. A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; and
5. Evidence of local support for the proposed consolidation.

No comments were received during the public comment period and no one spoke at the public hearing held on September 27, 2006. No changes are recommended to the proposed regulations.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions* and authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act.

Impact on Resources: The impact on resources of the development and implementation of these regulations is not expected to be significant. However, the regulations are required by § 22.1-25 to provide for an incentive for the consolidation of school divisions by providing for the adjustment of the composite index of local ability to pay, as provided in the appropriation act. If school divisions choose to take advantage of this provision, there would be an increase in general fund costs, and a corresponding decrease in local costs for the applicable school division.

Timetable for Further Review/Action: The Department of Education **will** take the necessary actions, as prescribed by the Administrative Process Act, to finalize the regulatory process, and will notify local school divisions when the new regulations become effective.

**PROPOSED REGULATIONS GOVERNING THE PROCESS FOR
SUBMITTING PROPOSALS TO CONSOLIDATE SCHOOL DIVISIONS
(8 VAC 20-710-10 et seq.)**

8 VAC 20-710-10 Statutory authority.

- A. The *Constitution of Virginia*, Article VIII, Section 5, authorizes the Board of Education to designate school divisions in the Commonwealth of such geographic size and school-age population as will best promote the realization of the standards of quality.
- B. The *Code of Virginia*, § 22.1-25, requires the Board of Education to promulgate regulations consistent with that section that provide for a process whereby school divisions may submit proposals for the consolidation of school divisions.

8 VAC 20-710-20 Definitions.

The following words and terms when used in this chapter shall have the following meanings, unless the context clearly indicates otherwise:

“Board” or “State Board” means the Board of Education.

“Governing body” or “local governing body” means the board of supervisors of a county, council of a city, or council of a town, responsible for appropriating funds for such locality, as the context may require.

“School board” means the school board that governs a school division.

8 VAC 20-710-30 Administration.

- A. The school divisions as they existed on July 1, 1978, shall be and remain the school divisions of the Commonwealth until further action of the Board of Education taken in accordance with the provisions of these regulations and § 22.1-25 of the *Code of Virginia*.
- B. No school division shall be consolidated without the consent of the school board and the governing body of the county or city affected or, if a town comprises the school division, of the town council.
- C. Notice of any change in the composition of a school division proposed by the Board of Education shall be given by the Superintendent of Public Instruction, on or before January 1 of the year in which the composition of such school division is to be changed, to the clerks of the school board and of the governing body involved and to each member of the General Assembly.

D. The Board of Education shall consider the following criteria in determining appropriate school divisions:

1. The school-age population of the school division proposed to be divided or consolidated;
2. The potential of the proposed school division to facilitate the offering of a comprehensive program for kindergarten through grade 12 at the level of the established standards of quality;
3. The potential of the proposed school division to promote efficiency in the use of school facilities and school personnel and economy in operation;
4. Anticipated increase or decrease in the number of children of school age in the proposed school division;
5. Geographical area and topographical features as they relate to existing or available transportation facilities designed to render reasonable access by pupils to existing or contemplated school facilities; and
6. The ability of each existing school division to meet the standards of quality with its own resources and facilities or in cooperation with another school division or divisions if arrangements for such cooperation have been made.

8 VAC 20-710-40 Consolidation process.

A. Local school divisions requesting to be consolidated shall submit a proposal to the Board of Education by September 1 of the year prior to the year they wish to consolidate.

B. Each proposal for consolidation shall include the following information and data:

1. The criteria set forth in 8 VAC 20-710-30 D;
2. Evidence of the cost savings to be realized by the consolidation;
3. A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division;
4. Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms;
5. A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights;
6. Evidence of local support for the proposed consolidation;
7. A plan for maintaining and/or combining schools;
8. A plan to continue meeting the standards of accreditation; and
9. Documentation that both governing bodies and both school boards consent to the proposed consolidation.

C. Prior to the adoption of any plan to consolidate school divisions, each school division involved in the consolidation shall:

1. Post such plan on the division's Internet Web site;
2. Make a hard copy of the plan available for public inspection and copying; and
3. Conduct at least one public hearing to solicit public comment on the consolidation plan.



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Final Regulation Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-710
Regulation title	Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions
Action title	Submission of final regulations that will govern the proposals for the consolidation of school divisions.
Date this document prepared	October 11, 2006

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation. Also, please include a brief description of changes to the regulation from publication of the proposed regulation to the final regulation.

This is a new regulation that is required by the amendment of § 22.1-25 of the *Code of Virginia* by the 2004 General Assembly. The amendment directs the Board of Education to promulgate regulations providing for a process by which school divisions may submit proposals for consolidation. The new regulation must be promulgated to comply with the terms of the amendment. Section 22.1-25, as amended, stipulates the information and data to be submitted by school divisions in their proposals for consolidation, the criteria that must be considered by the Board of Education in reviewing the proposals and a process for public participation in the process. The proposed regulations also include a section detailing the statutory authority, a definitions section, and additional administration and consolidation process requirements.

No comments were received during the public comment period and no one spoke at the public hearing held on September 27, 2006. No changes are recommended to the proposed regulations.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

During the October 25, 2006 meeting of the Board of Education, the board adopted the proposed language of the *Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions* 8 VAC 20-710, and directed the Department of Education to proceed with the final stages of the administrative process.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter numbers, if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

The *Code of Virginia*, § 22.1-25, requires the Board of Education to promulgate regulations that provide for a process whereby school divisions may submit proposals for the consolidation of such school divisions. This mandate is the result of actions taken by the 2004 General Assembly, Chapter 917, 2004 Acts of Assembly.

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons it is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

The purpose of this proposed regulation is to provide a process whereby school divisions may submit proposals for the consolidation of school divisions. The regulatory action is essential because it is required by action taken by the 2004 General Assembly that amended § 22.1-25 of the *Code of Virginia* to require these regulations. It is intended to address situations where school divisions wish to consolidate.

Substance

Please identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. A more detailed discussion is required under the "All changes made in this regulatory action" section.

This is a new regulation required by § 22.1-25 of the *Code of Virginia*, as amended by the 2004 General Assembly. The substantive provisions include the required components of school

division consolidation proposals, the criteria that the Board of Education must consider in determining appropriate school divisions for consolidation, timelines for required submission of the request for consolidation and notification by the Superintendent of Public Instruction and an opportunity for public comment on the proposed consolidation.

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
 - 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
 - 3) other pertinent matters of interest to the regulated community, government officials, and the public.*
- If there are no disadvantages to the public or the Commonwealth, please indicate.*

The proposed regulation action does not pose any disadvantages to the public or the Commonwealth. It is intended to facilitate the consolidation of school divisions at their request. The public is afforded the opportunity to participate in the process and officials of each locality must consent to the consolidation.

Changes made since the proposed stage

Please describe all changes made to the text of the proposed regulation since the publication of the proposed stage. For the Registrar's office, please put an asterisk next to any substantive changes.

No changes are recommended to the proposed regulations.

Section number	Requirement at proposed stage	What has changed	Rationale for change

Public comment

Please summarize all comments received during the public comment period following the publication of the proposed stage, and provide the agency response. If no comment was received, please so indicate.

No comments were received during the public comment period and no one spoke at the public hearing held on September 27, 2006.

Commenter	Comment	Agency response

All changes made in this regulatory action

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail new provisions and/or all changes to existing sections.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
	8 VAC 20-710-10		Provides the statutory authority for the promulgation of these regulations.
	8 VAC 20-710-20		Provides a definitions section defining terminology used in the regulations.
	8 VAC 20-710-30		<p>Provides for the administration of the regulations. This section details consent and notice requirements and the following criteria that the Board of Education is required to consider in determining appropriate school divisions:</p> <ul style="list-style-type: none"> • The school-age population of the school division proposed to be divided or consolidated; • The potential of the proposed school division to facilitate the offering of a comprehensive program for kindergarten through grade 12 at the level of the established standards of quality; • The potential of the proposed school division to promote efficiency in the use of school facilities and school personnel and economy of operation; • Anticipated increase or decrease in the number of children of school age in the proposed school division; • Geographical area and topographical features as they relate to existing or available transportation facilities designed to render reasonable access by pupils to existing or contemplated school facilities; and • The ability of each existing school division to meet the standards of quality with its own resources and

			facilities or in cooperation with another school division or divisions if arrangements for such cooperation have been made.
	8 VAC 20-710-40		<p>Prescribes the consolidation process, including the date by which the proposal must be submitted to the Board of Education, a list of information and data that must be included in each proposal and an opportunity for public comment on the proposed consolidation. The list includes:</p> <ul style="list-style-type: none"> • The criteria set forth above; • Evidence of the cost savings to be realized by the consolidation; • A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division; • Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms; • A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; • Evidence of local support for the proposed consolidation; • A plan for maintaining and/or combining schools; • A plan to continue meeting the standards of accreditation; and • Documentation that both governing bodies and both school boards consent to the proposed consolidation.

Regulatory flexibility analysis

Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

The Department of Education has determined that there are no other regulatory methods. The *Code of Virginia* requires these regulations.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

There does not appear to be an impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: D.

Date: October 25, 2006

Topic: Final Review of Permanent Regulations for Conducting Division-Level Academic Reviews

Presenter: Mrs. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: 804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☒ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____
(date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date October 28, 2004 and September 21, 2005
action Approved emergency regulations on October 28, 2004 and accepted permanent regulations for first review on September 21, 2005.

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, in 8 VAC 20-131-300.C.2, require a school to be "Accredited with Warning (in specified academic area or areas)" if its pass rate on any SOL test does not meet required benchmarks to qualify for any other accreditation rating. Any school rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board of Education and in accordance with 8 VAC 20-131-315 of the regulations. It is the responsibility of the Department of Education to develop this academic review process for approval of the Board of Education.

On July 23, 2003, the Board of Education approved revisions to the school-level academic review process to be used during the 2003-2004 school year. As part of these revisions, the Board discussed the development of an academic review process to be used at the central office level for school divisions having a significant number or percentage of schools or types of schools rated Accredited with Warning.

On April 28, 2004, the Board of Education approved the process by which division-level academic reviews are to be conducted. On June 23, 2004, the Board of Education approved the criteria by which school divisions will be selected for division-level academic reviews.

Chapter 965, 2004 Acts of Assembly, gave the Board of Education the authority to require division-level academic reviews in school divisions where findings of school-level academic reviews show that the failure of the schools to reach full accreditation is related to the local school board's failure to meet its responsibilities under the Standards of Quality. HB 1294 amended § 22.1-253.13:3 of the *Code of Virginia* to say, in part:

“When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division-achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's six-year improvement plan pursuant to § [22.1-253.13:6](#).”

A second enactment clause required the Boar adopt emergency regulations to implement the statute. The emergency regulations were adopted on October 28, 2004 and became effective on February 15, 2005.

Summary of Major Elements

The regulation outlines the process and procedures for conducting the division-level academic review and submitting the corrective action plan to the Board of Education. It specifically addresses:

- The criteria for selection for the division-level academic review,
- The structure of the division-level academic review, and
- The requirements for the division improvement plans and corrective actions.

In addition, it includes provision for reviews to be conducted by agencies or organizations other than the Department of Education when appropriate.

No comments were received during the public comment period and no one spoke at the public hearing held on September 27, 2006. No changes are recommended to the proposed regulations.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Regulations for Conducting Division-Level Academic*

Reviews and authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act.

Impact on Resources: Funds for academic reviews have been approved for the 2006-2008 biennium to conduct these activities.

Timetable for Further Review/Action: The Department of Education take the necessary actions, as prescribed by the Administrative Process Act, to finalize the regulatory process, and will notify local school divisions when the new regulations become effective.

**PROPOSED PERMANENT REGULATIONS GOVERNING
DIVISION-LEVEL ACADEMIC REVIEWS
(8 VAC 20-700-10 et seq.)**

8VAC20-700-10. Definitions.

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“Department” means the Virginia Department of Education.

“Division-level academic review” means the process used to analyze a school division’s systems and practices to determine the degree to which the local school board is meeting its responsibilities under the Standards of Quality.

“External review” means a school division-level academic review conducted by an organization or agency at the request of a local school board.

8 VAC 20-700-20. Criteria for Selection for Review.

The Board of Education shall consider the following criteria in selecting school divisions for division-level academic reviews:

1. The school division’s accountability determination for student achievement, as required in federal law; and
2. The percentage of students attending schools that are not fully accredited in the division exceeds the statewide average; and
3. School academic review findings in the division report the failure of the division’s schools to reach full accreditation is related to the school board’s noncompliance with the Standards of Quality.

8 VAC 20-700-30. Structure of the Review.

- A. All division-level academic reviews shall be conducted in accordance with procedures adopted by the Board of Education, which may include, but not be limited to: on-site reviews; interviews of school division personnel; review and observation of operational practices; and, the analysis of data related to compliance with state and federal laws and regulations.
- B. The Board of Education may authorize the Department of Education to contract for the provision of services to assist in performing division-level academic reviews.
- C. Reports of the academic review findings shall be given to the division superintendent,

chair of the local school board and to the Board of Education.

8 VAC 20-700-40. Division Improvement Plans and Corrective Actions.

- A. School divisions shall develop division improvement plans, including corrective actions for increasing student achievement and correcting any areas of noncompliance determined through the division-level academic review. The school board shall hold a public hearing on the improvement plan at least 15 days prior to the approval of the plan by the board. These plans shall be approved by the local school board and submitted to the Board of Education for approval within 60 business days of the issuance of the division-level academic review report. Upon Board of Education approval, the division improvement plan and corrective actions shall become part of the school division's divisionwide comprehensive, unified, long-range plan required by the Standards of Quality.
- B. The division superintendent and chair of the local school board may request an extension of the due date for the division improvement plan and corrective actions for good cause shown by appearing before the Board of Education to explain the rationale for the request and provide evidence that a delay will not have an adverse impact upon student achievement.
- C. The Board of Education shall monitor the implementation of the division improvement plan and corrective actions developed by a school division as part of the division-level academic review process. This plan must include a schedule for reporting the school division's progress toward completion of the corrective actions to the Board of Education and the public. Any school division not implementing corrective actions, not correcting areas of noncompliance, or failing to develop, submit, and implement required plans and status reports shall be required to report its lack of action directly to the Board of Education and the public.
- D. Areas of noncompliance that remain uncorrected shall be reported in the Board of Education's *Annual Report to the Governor and General Assembly on the Condition and Needs of Public Schools in Virginia*. The Board of Education may take additional action to seek compliance with school laws pursuant to the relevant provisions of the *Code of Virginia*.

8 VAC 20-700-50. External Reviews.

- A. The Board of Education may accept a school division-level review conducted by an organization or agency upon the request of a local school board if the review meets or exceeds the requirements for reviews conducted by the Department as prescribed in 8 VAC 20-700-30. Agencies that conduct these reviews must employ individuals whose qualifications meet or exceed those of individuals who serve as Department representatives for the purpose of conducting academic reviews. The Board of Education shall monitor the implementation of any required corrective actions developed by the

school division as prescribed in 8 VAC 20-700-40.

- B. Requests for approval of an external review process submitted to the Board must include, at a minimum, the following documentation:
1. A description of the organization or agency that will conduct the review;
 2. The scope and dates of the review;
 3. Qualifications of the individuals who will conduct the review;
 4. Certification from the chairman of the local school board and division superintendent that the review will meet or exceed the requirements for academic reviews adopted by the Board.
- C. Upon completion of the external review process, the division superintendent shall submit a copy of the final report provided by the reviewer to the Department of Education within 60 days of receipt of the report, and comply with the required follow-up activities prescribed in 8 VAC 20-700-40 including a review of the report in a public meeting of the school board prior to submission.



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Final Regulation Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-700
Regulation title	Regulations for Conducting Division-Level Academic Reviews
Action title	Submission of final regulations governing division-level academic reviews
Date this document prepared	October 13, 2006

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation. Also, please include a brief description of changes to the regulation from publication of the proposed regulation to the final regulation.

House Bill 1294 passed by the General Assembly and signed into law on April 15, 2004, gave the Board of Education the authority to require a division-level academic review in school divisions where findings of a school-level academic review showed that the failure of the schools to reach full accreditation was related to the local school board's failure to meet its responsibilities under the Standards of Quality, Code of Virginia, §§ 22.1-253.13:1 through 8. House Bill 1294 also required, in part:

“That the Board of Education shall promulgate regulations to implement the provisions of this act to be effective within 280 days of its enactment.”

The Board of Education promulgated emergency regulations as a result of this requirement. These emergency regulations expired on February 15, 2006. In September 2005, the Board of Education submitted proposed regulations to replace the emergency regulations. The proposed

regulations deviated somewhat from the provisions of the emergency regulations. A public comment period was held from July 10, 2006 through September 11, 2006 and no comments were received and no one spoke at the public hearing held on September 27, 2006.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

During the October 25, 2006 meeting of the Board of Education, the board adopted the proposed language of the *Regulations for Conducting Division-Level Academic Review*, 8VAC 20-700, and directed the Department of Education to proceed with the final stages of the administrative process.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter numbers, if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

The Code of Virginia, § 22.1-16, vests the Board of Education with the authority to promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1. Section 22.1-153.13:3 of the Code of Virginia includes the following provision: “When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review.”

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons it is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

This regulation is necessary to protect the health, safety, and welfare of citizens, particularly those of school age. It is essential to provide the structure for the Board of Education and staff of the Department of Education to conduct division-level academic reviews in selected school divisions that have underperforming schools or fail to meet the requirements of the Standards of Quality. It outlines the process and procedures for conducting the division-level academic review and for local school boards to submit a corrective action plan to the Board of Education. In addition, it provides options for reviews to be conducted by agencies or organizations other than the Department of Education when appropriate.

Substance

Please identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. A more detailed discussion is required under the "All changes made in this regulatory action" section.

The final regulation is identical to the regulation that was proposed in September 2005 as no comments were received during the public comment period or at the public hearing.

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
- 3) other pertinent matters of interest to the regulated community, government officials, and the public.*

If there are no disadvantages to the public or the Commonwealth, please indicate.

The proposed final regulation does not pose any disadvantages to the public or the Commonwealth. The Constitution of Virginia requires the Board of Education to provide for the general supervision of the system of free public education in the Commonwealth. The Standards of Quality for public schools (Code of Virginia, §§ 22.1-253.13:1 through 8), set the minimum requirements for local school boards to maintain a quality educational program in the various school divisions in the state. The proposed final regulations provide the Board of Education a mechanism to review the program provided in the school division where there is a probability that a local school board is failing to comply with the Standards of Quality and children are attending underperforming schools. Performance standards for schools are set by the Board of Education in 8 VAC 20-131-10 et seq., *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. These standards and the provision that school boards maintain schools that are fully accredited are also required by the Standards of Quality.

These regulations will provide the Board of Education with the structure to monitor low-performing school divisions as needed and, thus, ensure that children in the Commonwealth are receiving a high-quality education. The Commonwealth as a whole benefits from a better educated citizenry.

Changes made since the proposed stage

Please describe all changes made to the text of the proposed regulation since the publication of the proposed stage. For the Registrar's office, please put an asterisk next to any substantive changes.

No changes were made to the proposed regulations.

Section number	Requirement at proposed stage	What has changed	Rationale for change

Public comment

Please summarize all comments received during the public comment period following the publication of the proposed stage, and provide the agency response. If no comment was received, please so indicate.

No comments were received during the public comment period and no one spoke at the public hearing held on September 27, 2006.

Commenter	Comment	Agency response

All changes made in this regulatory action

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail new provisions and/or all changes to existing sections.

These are new regulations. No changes have been made the proposed regulation. The sections detailed below are the same as those in the proposed regulations.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8 VAC 20-700-10	None	Provides definitions of terms used throughout the regulation.	No changes have been made from the proposed regulations. The rationale for this section is to ensure that the terms are clear and easy to understand in the context of the regulation.
8 VAC 20-700-20	None	Provides the criteria to be considered by the Board in selecting school divisions for division-level academic reviews.	No changes have been made from the proposed regulations. The rationale for this section is to set out the criteria the Board will use in selecting school divisions for division-level academic reviews for use by the Board and to ensure that the public and local school boards are aware the criteria the Board is using.
8 VAC	None	Sets out the structure that	No changes have been made from the

20-700-30		will be used for the division level academic reviews.	proposed regulations. The rationale is to set a structure for the reviews and let local school boards and the public know how the reviews will be conducted.
8 VAC 20-700-40	None	Requires local school divisions to develop division improvement plans, including corrective action plans, with applicable due dates, for increasing student achievement and correcting any areas of noncompliance determined through the division-level academic review. This section also provides for a mechanism for requesting an extension of the timelines, for Board of Education monitoring of the implementation of the plan and corrective actions, and for the reporting of areas of noncompliance that remain uncorrected.	No changes have been made from the proposed regulations. The rationale for this section is to provide for a mechanism that requires local school boards to correct deficiencies noted during the division-level academic review process to improve educational programs for students. It also provides the Board of Education the authority to require these actions and to monitor local school boards for compliance.
8 VAC 20-700-50	None	Permits the Board of Education to accept school division-level reviews that have been conducted by an outside organization or agency at the request of a local school board. The review must still meet or exceed the requirements for reviews conducted by the Department of Education. This section also provides for the monitoring of corrective actions that result from the review and sets how	No changes have been made from the proposed regulations. The rationale for this section was to permit local school boards who had voluntarily secured division-level reviews to submit those in place of the review that would be conducted by the Virginia Department of Education so long as the review met or exceeded the requirements for the reviews conducted by the Department of Education.

		the process for a request for approval of an external review.	
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Regulatory flexibility analysis

Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

The Department of Education has determined that there are no other regulatory methods. The *Code of Virginia* requires these regulations.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed regulatory action will impact the institution of the family and family stability in that the reviews conducted as a result of the implementation of the regulation will result in an improved educational program in the division(s) reviewed. This program improvement will benefit the children who attend public schools and provide for a better-educated citizenry that, in turn, will improve the economic status of the family.

Board of Education Agenda Item

Item: _____ E. _____

Date: October 25, 2006

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to amend the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (8 VAC 20-80-10 et seq.)

Presenter: Mr. H. Douglas Cox, Assistant Superintendent for Special Education and Student Services

Telephone Number: (804) 225-3252

E-Mail Address: Doug.Cox@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *Code of Virginia*, at § 22.1-214, requires the Board of Education to “prepare and supervise the implementation by each school division of a program of special education designed to educate and train children with disabilities” between the ages of two and twenty-one, inclusive. The program developed by the Board of Education must “be designed to ensure that all children with disabilities have available to them a free and appropriate education.” The *Code of Virginia*, at § 22.1-16, authorizes the Board of Education to “promulgate such regulations as may be necessary to carry out its powers and duties...”

The current *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (8 VAC 20-80-10 et seq.) were adopted by the Board of Education on October 19, 2000, and became effective in January 2001. Technical changes proposed by the U.S. Department of Education were approved by the Board of Education on February 5, 2002, and became effective March 27, 2002.

The revision of the state regulations governing special education is now required to ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and with its federal implementing regulations, at 34 C.F.R. Part 300, effective October 13, 2006. Alignment with these federal mandates is required to ensure Virginia's continued eligibility for federal special education funding, which will total \$268.7 million in 2006-2007.

Summary of Major Elements

As noted in the attached Notice of Intended Regulatory Action (NOIRA) Agency Background Document, it is anticipated that the Board of Education will conduct a comprehensive review of the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (8 VAC 20-80-10 et seq.) to ensure compliance with federal mandates, and to clarify areas of ambiguity. This review is expected to include an examination of the regulations in their entirety, including the requirements for highly qualified personnel, child find, the evaluation and eligibility process, individualized education programs, private school placements, discipline procedures, secondary transition, dispute resolution, and procedural safeguards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources:

The impact on resources for the review and revision of those regulations is not expected to be significant.

Timetable for Further Review/Action:

The timetable for further action will be governed by the requirements of the Administrative Process Act.



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Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-80
Regulation title	Regulations Governing Special Education Programs for Children with Disabilities in Virginia
Action title	Revisions to comply with the "Individuals with Disabilities Education Improvement Act of 2004" and its federal implementing regulations.
Date this document prepared	September 19, 2006

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The revision of the state regulations governing special education is required to ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and with its federal implementing regulations, at 34 C.F.R. Part 300, effective October 13, 2006. Alignment with these federal requirements is required to ensure Virginia's continued eligibility for federal special education funding, which will total \$268.7 million in 2006-2007.

The revision process will incorporate requirements of the Code of Virginia and other regulations that apply to the provision of special education in Virginia, and strive to clarify areas of ambiguity in the previous regulations.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

The *Code of Virginia*, at § 22.1-214, requires the Board of Education to “prepare and supervise the implementation by each school division of a program of special education designed to educate and train children with disabilities” between the ages of two and twenty-one, inclusive. The program developed by the Board of Education must “be designed to ensure that all children with disabilities have available to them a free and appropriate education.” The *Code of Virginia*, at § 22.1-16, authorizes the Board of Education to “promulgate such regulations as may be necessary to carry out its powers and duties....”

When implementing a program of special education services, Virginia must comply with the federal requirements outlined in IDEA 2004, and its federal implementing regulations, at 34 C.F.R. Part 300, to continue to be eligible for federal special education funding. In 2006-2007, Virginia will receive \$268.7 million in federal special education funding. Of that amount, \$238 million will flow directly to the localities, with the remainder supporting training and technical assistance efforts to local school divisions, and funding compliance and monitoring activities.

Need

Please detail the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. In addition, delineate any potential issues that may need to be addressed as the regulation is developed.

The regulations are essential to protect the health, safety, and welfare of students with disabilities in Virginia. By ensuring that Virginia’s state special education regulations are aligned with federal requirements, the Department of Education will ensure that students with disabilities in the Commonwealth have available a free appropriate public education and are afforded the procedural safeguards guaranteed by federal law.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed.

A comprehensive review of the state special education regulations will be conducted, including the requirements for highly qualified personnel, child find, the evaluation and eligibility process, individualized education programs, private school placements, discipline procedures, secondary transition, dispute resolution, and procedural safeguards. The regulations in their entirety will be examined to ensure compliance with federal mandates, and to clarify areas of ambiguity.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action. Also, please describe the process by which the agency has considered or will consider other alternatives for achieving the need in the most cost-effective manner.

To continue to be eligible for federal special education funding, Virginia’s state regulations regarding special education must be amended to align with federal statutory and regulatory mandates. No other viable alternative exists.

Public participation

Please indicate the agency is seeking comments on the intended regulatory action, to include ideas to assist the agency in the development of the proposal and the costs and benefits of the alternatives stated in this notice or other alternatives. Also, indicate whether a public hearing is to be held to receive comments on this notice.

The agency is seeking comments on the intended regulatory action, including but not limited to 1) ideas to assist in the development of a proposal, 2) the costs and benefits of the alternatives stated in this background document or other alternatives and 3) potential impacts of the regulation. The agency is also seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the Code of Virginia. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so at the public hearing, by mail to Melissa C. P. Smith, Coordinator of Administrative Services, Office of Dispute Resolution and Administrative Services, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120; by fax at 804-786-8520; or by email at revisespedregs@doe.virginia.gov. Staff may be contacted by telephone at 804-225-2013. Written comments must include the name and address of the commenter. In order to be considered comments must be received by the last day of the public comment period.

Public hearings will be held during the 60-day public comment period, following the publication of the proposed regulations. Notice of those hearings may be found on the Virginia Regulatory Town Hall website (www.townhall.virginia.gov) and can be found in the Calendar of Events section of the Virginia Register of Regulations. Both oral and written comments may be submitted at that time. Written comments will be also received during the 30-day comment period, following the publication of the NOIRA.

Participatory approach

Please indicate, to the extent known, if advisers (e.g., ad hoc advisory committees, technical advisory committees) will be involved in the development of the proposed regulation. Indicate that 1) the agency is not using the participatory approach in the development of the proposal because the agency has authorized proceeding without using the participatory approach; 2) the agency is using the participatory approach in the development of the proposal; or 3) the agency is inviting comment on whether to use the participatory approach to assist the agency in the development of a proposal.

The Virginia Department of Education will use a participatory approach during the revisions of the "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," including by seeking comments and recommendations via public comment, from Virginia's Special Education Advisory Committee, and from a group of stakeholders which represent a broad spectrum of educators, parents, and consumers.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed amendments to the regulations are not anticipated to have an impact on the institution of the family or on family stability. However, it is anticipated that parental involvement will continue to be a fundamental component of the special education process.

Board of Education Agenda Item

Item: F.

Date: October 25, 2006

Topic: First Review of a Request for a Rating of Conditionally Accredited from Richmond City Public Schools for George W. Carver Elementary School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability,
Richmond City Public Schools
Mr. David Ballard, School Board Chairman , Richmond City Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☐ State or federal law or regulation
☒ Board of Education regulation
☐ Other: _____

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____
action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in September 2006 Section 8 VAC 20-131.315.C of the standards states:

As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B of this section.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of Conditionally Accredited as provided for in 8 VAC 20 – 131-300 C 5. The Conditionally Accredited rating may be granted for a period not to exceed three years if the school is making progress toward a rating of fully accredited in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated fully accredited by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Section 8 VAC 20-131-5 of the standards states that the definition of “reconstitution means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.”

George W. Carver Elementary School is rated Accreditation Denied for the 2006-2007 school year. Richmond City Public Schools has reconstituted George W. Carver Elementary School and is applying to the Board to accept the terms of the reconstitution and change the rating of Accreditation Denied to Conditionally Accredited.

Summary of Major Elements:

During the 2005-2006 school year, the Richmond City School Board and superintendent made the process of restructuring George W. Carver Elementary School a primary goal. School improvement efforts included partnering with the University of Virginia and securing turnaround specialist training for one of the division’s principals and assigning her to George W. Carver Elementary School. Her previous school, J. E. B. Stuart Elementary School, was named a 2006 Blue Ribbon School by the United States Department of Education.

During the 2005-2006 school year, an enhanced accountability plan, a comprehensive professional development plan, an extensive data collection and management plan, and a central office continuous monitoring and support plan were implemented as part of the restructuring initiative. These efforts focused on schoolwide improvement through a focus on instruction, intervention, and remediation for all students.

The second phase of the restructuring initiative will be implemented during the 2006-2007 school year which includes hiring a new assistant principal, replacing 19 of 31 teachers, using instructional coaches to support teaching and learning, and providing specific instructional professional development for the principals.

The request to consider the reconstitution efforts from Richmond City Public Schools for George W. Carver Elementary is included as Attachment A.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the reconstitution application and grant a rating of Conditionally Accredited to George W. Carver Elementary School for the 2006-2007 school year. The local school board must reapply for this status annually in accordance with 8 VAC 20-131-315.C and provide annual progress reports to the Board of Education while the school maintains Conditionally Accredited status.

Impact on Resources:

N/A

Timetable for Further Review/Action:

Staff of the Department of Education will advise the Richmond City Public Schools of the Board’s action.

RICHMOND CITY PUBLIC SCHOOLS



DEBORAH JEWELL-SHERMAN
SUPERINTENDENT

October 4, 2006

Dr. Mark E. Emblidge, President
Virginia Board of Education
PO Box 2120
Richmond, VA 23218

Dear Dr. Emblidge:

In accordance with Standard 8 VAC.20-131-315 of the Virginia Standards of Accreditation, a school division may seek "conditional accreditation" by application to the State Board of Education. This letter serves as official application from the Richmond City Public School Board and Superintendent for conditional accreditation for George Washington Carver Elementary School.

G. W. Carver Elementary School is a pre-kindergarten to 5th grade school that serves 485 students, of which 98% are eligible for free and/or reduced lunch. During the 2005-2006 school year, the Richmond City School Board and the Superintendent made the process of restructuring G. W. Carver Elementary School a primary goal. School improvement efforts included partnering with the University of Virginia and securing "Turn-around Specialist" training for one of the school division's stellar principals, Mrs. Iris Page, and assigning her to G. W. Carver Elementary School. Evidence of Mrs. Page's past effectiveness is clearly demonstrated in her prior school, JEB Stuart Elementary School, being named a 2006 Blue Ribbon School by the United States Department of Education.

During the 2005-2006 school year, Mrs. Page implemented the first phase of the school's restructuring initiative, which included an enhanced accountability plan, a comprehensive professional development plan, an extensive data collection and management plan, and a Central Office continuous monitoring and support plan to drive school-wide improvement through a focus on instruction, intervention and remediation for all students.

The second phase of the restructuring initiative, which is being implemented during the 2006-2007 school year, includes additional strategies as follows:

- The hiring of a new assistant principal
- The replacement of 19 of 31 teachers
- The use of instructional coaches to support teaching and learning
- The provision of specific instructional professional development for the assistant principals

"The Capital Choice in Public Education"

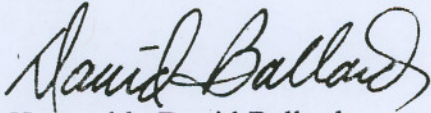
Dr. Mark E. Emblidge

Page Two.

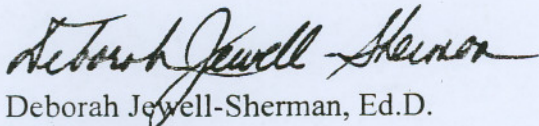
In closing, it is our hope that the comprehensive instructional restructuring initiative undertaken for George W. Carver Elementary and the significant gains made last year will cause you to grant the school the conditional accreditation status being requested.

Thank you in advance for your consideration. Should you need any additional information or wish to discuss the matter further, we welcome the opportunity to assist.

Sincerely,



The Honorable David Ballard
Chairman



Deborah Jewell-Sherman, Ed.D.
Superintendent

Board of Education Agenda Item

Item: G.

Date: October 25, 2006

Topic: First Review of a Request for a Rating of Conditionally Accredited from Richmond City Public Schools for Richmond Alternative School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability,
Richmond City Public Schools
Mr. David Ballard, School Board Chairman , Richmond City Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in September 2006 Section 8 VAC 20-131.315.C of the standards states:

As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B of this section.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of Conditionally Accredited as provided for in 8 VAC 20 – 131-300 C 5. The Conditionally Accredited rating may be granted for a period not to exceed three years if the school is making progress toward a rating of fully accredited in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated fully accredited by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Section 8 VAC 20-131-5 of the standards states that the definition of “reconstitution means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.”

Richmond Alternative School is rated Accreditation Denied for the 2006-2007 school year. Richmond City Public Schools has reconstituted Richmond Alternative School and is applying to the Board to accept the terms of the reconstitution and change the rating of Accreditation Denied to Conditionally Accredited.

Summary of Major Elements

During the 2005-2006 school year, the Richmond City School Board and superintendent made the process of restructuring Richmond Alternative School a primary goal. The school serves students in grades three through twelve that have severe behavior problems that interfere with their learning. School improvement efforts included hiring a new administrator to focus on the middle school component, reassigning an administrator with a track record of achieving significant gains to focus on curriculum, accountability, instructional delivery, and remediation strategies. An educational specialist was hired to augment these efforts. Since September 2005, 10 of the 18 teachers are new hires. The central office provides continuous monitoring and support to ensure implementation of schoolwide efforts. During the 2006-2007 school year, additional strategies such as providing extensive districtwide and building-level professional development will be implemented.

The request to consider the reconstitution efforts from Richmond City Public Schools for Richmond Alternative School is included as Attachment A.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the reconstitution application from Richmond Public Schools for Richmond Alternative School.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Department of Education will assign an accreditation rating upon final action of the Board.

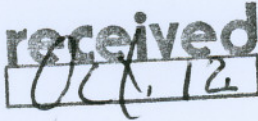
RICHMOND CITY PUBLIC SCHOOLS



DEBORAH JEWELL-SHERMAN, Ed.D.
SUPERINTENDENT

October 4, 2006

Dr. Mark E. Emblidge, President
Virginia Board of Education
PO Box 2120
Richmond, VA 23218



Dear Dr. Emblidge:

In accordance with Standard 8 VAC.20-131-315 of the Virginia Standards of Accreditation, a school division may seek "conditional accreditation" by application to the State Board of Education. This letter serves as official application from the Richmond City Public School Board and Superintendent for conditional accreditation for the Richmond Alternative School.

The Richmond Alternative School, encompassing students in grades three through twelve serves young people who have been transferred to this facility because of severe behavioral problems that interfered with their learning. This school was collaboratively organized with Community Education Partners (CEP) to implement a rigorous instructional and behavioral modification program. During the 2005-2006 school year, the Richmond City School Board and the Superintendent made the process of restructuring the Richmond Alternative School a primary goal.

The school improvement plan has included major restructuring efforts guided by the major tenets of CEP, *Be Here, Be Have and Be Learning*. CEP provides the opportunity for each student to receive individual attention and family support to assist the student to become successful. The restructuring efforts have included, but are not limited to, hiring a new administrator to focus on the middle school component and reassigning an administrator with a stellar track record of achieving significant student gains to focus on curriculum, accountability, instructional delivery, intervention and remediation strategies. Additionally, an educational specialist was hired to augment these school improvement efforts. Since September 2005, ten of the current eighteen teachers are new hires. Lastly, the Central Office is providing continuous monitoring and support to insure implementation of the school-wide improvement efforts. The second phase of the restructuring initiative, which is being implemented during the 2006-2007 school year, includes additional strategies such as providing extensive district-wide and building level professional development. We also are planning to request consideration of an alternative accreditation plan for this school.

In closing, it is our hope that the comprehensive instructional restructuring initiative undertaken for the Richmond Alternative School will cause you to grant the school the conditional accreditation status being requested.

Thank you in advance for your consideration of this waiver. Should you need any additional information or wish to discuss the matter further, we welcome the opportunity to assist.

Sincerely,

The Honorable David Ballard, Chairman

Deborah Jewell-Sherman, Ed.D., Superintendent

"The Capital Choice in Public Education"

Board of Education Agenda Item

Item: H.

Date: October 25, 2006

Topic: First Review of a Request for a Rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen Chambliss Elementary Schools

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Charles Harris, Superintendent, Sussex County Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☐ State or federal law or regulation
☒ Board of Education regulation
☐ Other: _____

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____
action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in September 2006 Section 8 VAC 20-131.315.C of the standards states:

As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B of this section.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of Conditionally Accredited as provided for in 8 VAC 20 – 131-300 C 5. The Conditionally Accredited rating may be granted for a period not to exceed three years if the school is making progress toward a rating of fully accredited in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated fully accredited by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Section 8 VAC 20-131-5 of the standards states that the definition of “reconstitution means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.”

Annie B. Jackson and Ellen Chambliss elementary schools are rated Accreditation Denied for the 2006-2007 school year. Sussex County Public Schools has reconstituted Annie B. Jackson and Ellen Chambliss elementary schools and is applying to the Board to accept the terms of the reconstitution and change the rating of Accreditation Denied to Conditionally Accredited.

Summary of Major Elements

Sussex County Public Schools and the superintendent have made substantial changes at Annie B. Jackson and Ellen Chambliss elementary schools for the 2006-2007 school year. These efforts will continue until the schools reach full accreditation. The school division also seeks to close those schools in two more years by consolidating its elementary schools into one school serving all elementary students in the division.

A major restructuring change included moving the third grade from Annie B. Jackson Elementary School to Ellen Chambliss Elementary School. Previously, both school’s accreditation was based on the students’ performance at Annie B. Jackson Elementary School which housed third through fifth grade. Two-thirds of the teachers (4 out of 6) at Annie B. Jackson Elementary School have been replaced for the 2006-2007 year.

Other efforts at both schools include adopting Saxon mathematics, hiring a mathematics coach with a teaching license and background in mathematics to observe, model and train teachers on the delivery of mathematics instruction.

The principal at Annie B. Jackson Elementary School was replaced. The principal of Ellen Chambliss Elementary School will serve both schools. An assistant principal was hired at Annie B. Jackson Elementary to support the leadership needed to focus on improvement.

The request to consider the reconstitution efforts from Sussex County Public Schools for Annie B. Jackson and Ellen Chambliss elementary schools is included as Attachment A.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the reconstitution application and grant a rating of Conditionally Accredited to Annie B. Jackson and Ellen Chambliss Elementary Schools for the 2006-2007 school year. The local school board must reapply for this status annually in accordance with 8 VAC 20-131-315.C and provide annual progress reports to the Board of Education while the schools maintain Conditionally Accredited status.

Impact on Resources: N/A

Timetable for Further Review/Action:

Staff of the Department of Education will advise the Sussex County Public Schools of the Board’s action.

Sussex County Public Schools

October 12, 2006

received
Oct. 16

Dr. Mark E. Emblidge
President
Virginia Board of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Emblidge:

The Sussex County School Board is requesting that the Virginia Board of Education grant Jackson Elementary School and Chambliss Elementary School an accreditation rating of Conditional Accreditation based on its efforts to reconstitute the schools. The schools currently have an accreditation denied status because of students' performance in reading, mathematics and science. Substantial changes and efforts have been made by the school division to have the schools reach fully accredited status. Those efforts will continue until the school achieves full accreditation. The school division also seeks to close those schools in two more years by consolidating its elementary schools into one modern school.

Changes for Chambliss Elementary School

1. Third grade added to Chambliss Elementary School in order for the school to be able to be accredited based on the performance of students at the school. Previously, Chambliss Elementary School's accreditation was based on the student's performance at Jackson Elementary School.
2. Saxon math has been adopted as the new math program within the school and aligns better with the Virginia Standards of Learning. Previously, the school used the Direct Instruction model.
3. A math coach with a teaching licensure and background in mathematics has been hired to observe, model and in-service/train teachers at the school in the delivery of math instruction.
4. The school continues to receive services, coaching, observation of teachers, and training, from Longwood University for its reading program in Direct Instruction. Chambliss Elementary students have shown significant gains from kindergarten through the second grade.
5. An assistant principal has been hired to assist the principal at Chambliss Elementary School.

6. Architectural drawings have been completed for a new elementary school to be completed with a projected opening date of September 2009. The county Board of Supervisors needs to approve funding for the project to go forward. This will allow for the closing of the school.
7. A coach continues to be hired for observation of the school's performance and consultation with the principal through the Virginia Department of Education's School Improvement Program.

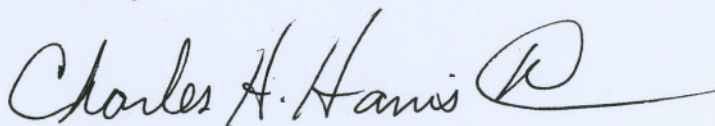
Changes for Jackson Elementary School

1. A new principal was appointed to supervise the programs and operations of the school.
2. A new assistant principal has been appointed to assist the principal at Jackson Elementary School.
3. Sixty-six percent of the teachers at Jackson Elementary School have been replaced for the 2006-2007 school year (4 of 6 academic teachers).
4. The 3rd grade has been moved from Jackson Elementary School to Chambliss Elementary School leaving the school with only 107 students.
5. Saxon math has been adopted as the new math program within the school and aligns better with the Virginia Standards of Learning. Previously, the school used the Direct Instruction model.
6. A math coach with a teaching licensure and background in mathematics has been hired to observe, model and in-service/train teachers at the school in the delivery of math instruction.
7. The school continues to receive services, coaching, observation of teachers, and training, from Longwood University for its reading program in Direct Instruction.
8. Progress is being made at Jackson Elementary School as shown by the Adequate Yearly Progress results of NCLB under Safe Harbor.
9. Architectural drawings have been completed for a new elementary school to be completed with a projected opening date of September 2009. The county Board of Supervisors needs to approve funding for the project to go forward. This will allow for the closing of the school.
10. A coach continues to be hired for observation of the school's performance and consultation with the principal through the Virginia Department of Education's School Improvement Program.

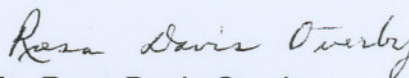
In addition, regular monitoring of student performance continues through the Direct Instruction model. Assessments will be done in mathematics through the Saxon model of instruction. Our efforts will continue to focus on improvement in instruction and student performance until our schools reach the benchmarks for full accreditation.

If there are any questions, please contact me at (434) 246-1099.

Sincerely,

A handwritten signature in black ink that reads "Charles H. Harris" followed by a stylized "R" or "D" monogram.

Charles H. Harris, III, Ed.D.
Division Superintendent

A handwritten signature in black ink that reads "Rosa Davis Overby" in a cursive script.

Ms. Rosa Davis Overby
Chair
Sussex County School Board

mbs

Enclosure 2

Cc: Mrs. Kathleen Smith Director, School Improvement Office, Virginia
Department of Education

CORRECTIVE ACTION PLAN

Office of School Improvement

Corrective Action Plan for 2006-07

Targeted Academic Areas(s):

English, Math, Science

School Name:

Jackson Elementary School

School Number:

0020

Division:

Sussex

Grade Level Served:

4, 5

Charles H. Harris II

Division Superintendent's Signature

10-12-2006

Date

Corrective Action Plan – Jackson Elementary School

Strategies Developed to Meet Goal	Status/Progress	Evidence of Progress	Explanation
A new principal was appointed	2006 School Year July 1, 2006	Contract Personnel Directory School Handbook	Diane Brown was appointed to serve as principal to supervise the programs and operations of the school so that there would be a seamless program for students feeding in from Chambliss.
Hire an assistant principal	September 2006	Contract Personnel Directory School Handbook	Diane Brown has been assigned to serve as principal for both Chambliss and Jackson Elementary School. An assistant principal was needed to provide some additional support for the schools.
Sixty six percent of the teachers at Jackson Elementary School have been replaced.	Beginning 2006-07 school year	Personnel Directory	Four of the six academic teachers are new to Jackson Elementary School
The third grade moved from Jackson to Chambliss Elementary.	School year 2006-07	Personnel Directory School Handbook	Third grade was moved to Chambliss Elementary School so that the school would be able to be accredited based on the performance of students at the school.
Adopted Saxon Math as the new math program	2006 School year	Lesson Plan Data Reports Elementary Textbook Listing Purchase Orders	Previously, the school used Connecting Math Concepts which was a part of the Direct Instruction Model. Saxon was better aligned with Virginia's SOLs.
Hired a math coach who has a teaching license and background in mathematics	2006 School Year September 2006	Schedules	The coach is to observe, model and in-service/train teachers at the school in the delivery of math instruction.
Continue to receive services from Longwood University and Ronnis Systems	Continuing 2006-07	RFIT Meeting Schedule RFIT monthly reports	Longwood University and Ronnis Systems coaches, observes teachers and trains teachers for the implementation of the Direct Instruction Reading. Chambliss Elementary students have shown significant gains from Kindergarten through the second grade.
Progress is being made at Jackson Elementary School .	2006-07	AYP results	AYP results of NCLB have shown improvement under Safe Harbor
Architectural drawing have been completed for a new elementary school with projected completion September 2009.	Budget Discussions	Architectural drawings	The county Board of Supervisors needs to approve funding for the project to go forward. This will allow for the closing of the school.

Strategies and/or Action Steps	Status/Progress	Evidence Of Progress	Explanation
PASS Coach	Continuing 2006	PASS Schedule – Meets every Wednesday	PASS Coach is provided by VDOE
Offer non credit math course for all teachers	August 2006 – December 2006	Syllabus which includes, course description and course objectives.	A non Credit course is being offered through the University of Virginia entitled “Student Centered Elementary Mathematics.” 45 Recertification points will be awarded. This course provided teachers with strategies that can be used to teach math.

CORRECTIVE ACTION PLAN

Office of School Improvement

Corrective Action Plan for 2006-07

Targeted Academic Areas(s):

English, Math, Science

School Name:

Chambliss Elementary School

School Number:

0050

Division:

Sussex

Grade Level Served:

K, 1, 2, 3

Charles A. Harris @

Division Superintendent's Signature

10-12-2006

Date

Corrective Action Plan – Chambliss Elementary School

Strategies Developed to Meet Goal	Status/Progress	Evidence of Progress	Explanation
Upcoming third graders remained at Chambliss	2006 School Year	Personnel Directory School Teacher's Roster Class Rosters School Handbook	Previously, Chambliss Elementary School's accreditation was based on the student's performance at Jackson Elementary School. Having the third grade at Chambliss will allow the school to be able to be accredited based on the performance of students at the school
Appointed a new principal	2006 School Year July 1, 2006	Contract Personnel Directory School Handbook	Diane Brown was appointed to serve as principal to supervise the programs and operations of the school so that there would be a seamless program for students feeding in from Chambliss.
Hired an assistant principal	September 2006	Contract Personnel Directory School Handbook	Diane Brown has been assigned to serve as principal for both Chambliss and Jackson Elementary School. An assistant principal was needed to provide some additional support for the schools.
Adopted Saxon Math as the new math program	2006 School year	Lesson Plan Data Reports Elementary Textbook Listing Purchase Orders	Previously, the school used Connecting Math Concepts which was a part of the Direct Instruction Model. Saxon was better aligned with the Virginia Standards of Learning.
Hired a math coach who has a teaching license and background in mathematics	2006 School Year September 2006 Tuesdays and Thursdays	Schedules	The coach is to observe, model and in-service/train teachers at the school in the delivery of math instruction.
Continue to receive services from Longwood University and Ronnis Systems	Continuing 2006-07	RFIT Meeting Schedule RFIT monthly reports	Longwood University and Ronnis Systems coaches, observes teachers and trains teachers for the implementation of the Direct Instruction Reading. Chambliss Elementary students have shown significant gains from Kindergarten through the second grade.
Architectural drawing have been completed for a new elementary school with projected completion September 2009.	Budget Discussions	Architectural drawings	The county Board of Supervisors needs to approve funding for the project to go forward. This will allow for the closing of the school.

Strategies and/or Action Steps	Status/Progress	Evidence Of Progress	Explanation
PASS Coach	Continuing 2006	PASS Schedule – Meets every Wednesday	PASS Coach is provided by VDOE
Offer non credit math course for all teachers	August 2006 – December 2006	Syllabus which includes, course description and course objectives.	A non Credit course is being offered through the University of Virginia entitled “Student Centered Elementary Mathematics.” 45 Recertification points will be awarded. This course provided teachers with strategies that can be used to teach math.

Board of Education Agenda Item

Item: _____ I. _____

Date: October 25, 2006

Topic: First Review of the Memorandum of Understanding for Petersburg Public Schools in Accordance with Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) 8 VAC 20-131-315

Presenter: Dr. Billy Cannaday, Superintendent of Public Instruction
Mr. Lloyd Hamlin, Superintendent, Petersburg Public Schools
Mr. Fred Wilson, School Board Chairman, Petersburg School Board

Telephone Number: 804-225-2023

E-Mail Address: Juanita.McHale@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____ action _____

Background Information:

In October 2004 the Virginia Board of Education considered criteria for identifying low-performing school divisions that would be eligible for a division-level academic review. At that time, Petersburg Public Schools met those criteria. Recognizing the need for technical assistance, the Petersburg School Board requested a voluntary division-level review. Petersburg Public Schools and the Virginia Board of Education signed a memorandum of understanding (MOU) detailing the review process on April 21, 2004. The division-level review was conducted and a report of findings for that review was issued to Petersburg Public Schools after the May 25-27, 2004 visit. Subsequent to the review and findings, Petersburg Public Schools filed a corrective action plan on September 17, 2004, with specific action steps designed to address the findings of the review.

On February 2, 2005, a progress report on the action steps indicated in the corrective action plan was filed and presented to the Virginia Board of Education's Committee on Lowest Performing School Divisions. The superintendent and school board chairperson for Petersburg Public Schools identified the changes in high-level administration, constant turnover of faculty, and pressure from members of the community to implement new initiatives as barriers to division improvement.

Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires schools to be assigned an accreditation rating. The ratings assigned to Petersburg Public Schools for the 2006-2007 academic year are listed below.

School	Accreditation Status	Areas Warned
A.P. Hill E. S.	Accreditation Denied	English, Mathematics, History, Science
Blandford E. S.	Accredited with Warning (2 years)	English
J.E.B. Stuart E. S.	Accreditation Denied	English, Mathematics
Peabody Middle	Accreditation Denied	English, Mathematics, History, Science
Petersburg High	Accreditation Denied	Mathematics, History, Science
Robert E. Lee E. S.	Accreditation Withheld/Improving	Mathematics
Vernon Johns Middle	Accredited with Warning (3 years)	English, Mathematics, History, Science
Walnut Hill E. S.	Fully Accredited	NA
Westview E. S.	Accredited with Warning (3 years)	English, Mathematics, History, Science

Section 8 VAC 20-131-315.B. of the SOA states:

Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

Petersburg Public Schools was notified in writing on September 11, 2006, that four schools were rated as Accreditation Denied for the 2006-2007 school year. To date, corrective action plans for these schools have not been submitted. Section 8 VAC 20-131-315.A. of the SOA states:

Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of the enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan. Such public comments shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

Given that Petersburg Public Schools is in division-level academic review status, non-compliance issues with SOQ and SOA exists, and a majority of schools have a status of Accredited with Warning or Accreditation Denied, the Memorandum of Understanding (MOU) for division-level academic review purposes will be combined with the required MOU for accredited denied schools.

Summary of Major Elements

The Framework for the Memorandum of Understanding for Petersburg Public Schools for 2006-09 is included as Attachment A. This framework was shared with the Petersburg School Board on October 12, 2006. According to the SOA guidelines that are being recommended for final approval on October 25, 2006, the Board of Education's review and approval process for the MOU may include a review by the committee of the Board, approval by the full Board, and signatures of the President of the Board of Education and the Superintendent of Public Instruction. The Board may also delegate the review and final approval of the MOU to the President of the Board of Education and the Superintendent of Public Instruction.

The Virginia Board of Education and the Department of Education will assign a chief academic officer (CAO) for 2006-2007 to work with the division superintendent to coordinate and monitor the implementation of daily activities associated with the MOU and corrective action plans. The CAO will coordinate the Department of Education's technical assistance in support of the MOU and corrective action plans for those schools denied accreditation.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Framework for the Memorandum of Agreement for Petersburg Public Schools for 2006-09 and delegate the review and final approval of the MOU to the President of the Board of Education and the Superintendent of Public Instruction in accordance with SOA guidelines.

Impact on Resources:

Total costs associated with implementing the MOU are to be determined.

Timetable for Further Review/Action:

The specific terms of the MOU will be approved by the President of the Board of Education and the Superintendent of Public Instruction. The Petersburg Public School Board will present documentation for meeting the action requirements for schools rated Accreditation Denied as prescribed in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-315.A.).

Virginia Board of Education
Framework for the Memorandum of Understanding for Petersburg Public Schools
(2006-09)

School Division Goals

By 2007:

- Decrease the failure rate in elementary mathematics and reading by 10%, maintain progress in science and history
- Decrease middle school mathematics and reading failure rate by 20%, science by 10%, history by 20%
- Maintain progress in high school English, decrease failure rate in math, science, and history by 20%
- Five schools will meet AYP by traditional method or safe harbor
- Three schools will be fully accredited

By 2008:

- Five schools will be fully accredited
- Seven schools meet AYP

By 2009:

- No schools will remain in accredited denied status

Administrative Responsibilities

Program Coherence

- Develop a consolidated federal application that complies with the findings of the efficiency review that
 - Focuses on improved student achievement
 - Connects strategies to the division's corrective action plan
- Develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the following state and federally funded initiatives:
 - Algebra readiness
 - Early reading initiative
 - Project graduation
 - Mathematics-Science partnership
 - Hard-to-staff initiative
 - Special initiative grants

Effective Use of Assessment Data

- Develop a structured protocol for how schools are to report and share data district-to-school and school-to-district
- Implement a data monitoring process with accountability for results to improve student achievement
- Link school and division professional development supported by data to improving student achievement

Teacher Quality

- Develop and monitor individual action plans to reduce provisional licenses
- Implement a research-based hard-to-staff incentive program

Student Services and Safe and Secure Schools

- Develop, implement, and monitor a structured protocol for disciplining students with disabilities
- Link school safety strategies to the division's corrective action plan

Reporting Requirements

- Provide bi-weekly written reports to the Petersburg School Board and Department of Education
- Provide quarterly reports to the State Board of Education School Accountability Sub-committee
- Provide summative report on progress made in meeting or exceeding memorandum of understanding agreements and expectations

School Board Responsibilities

School Board/ Central Office Leadership and Development

- Adopt (3-5) key priorities for improving student achievement across the school division
- Ensure alignment of resources with these priorities for improving student achievement
- Hold the board and staff accountable for results

School Board/State Board/ Department of Education

- Agree to work together in developing a major restructuring of schools if significant improvements in student achievement and school accreditation do not occur for the 2006-07 school year

Board of Education Agenda Item

Item: J.

Date: October 25, 2006

Topic: First Review of the Annual Report for State-Funded Remedial Programs

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement

Telephone Number: 804-225-2865 E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

Date _____ Action: _____

Background Information:

§22.1-199.2.B. of the Code of Virginia (*Code*) requires the Board of Education to collect, compile and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The *Code* further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly, beginning on December 1, 2000.

In May 2006, the Board of Education approved remedial plans for local school divisions.

Summary of Major Elements:

Data for the summer 2005 remedial summer programs were collected after the results of the 2006 Standards of Learning (SOL) assessments were released. A summary of the remedial plans for all school divisions for summer remedial programs held in 2005 is included in the report as Appendix A. Appendix B contains the regulations specifying standards for state-funded remedial programs.

The attached report also contains a summary of funding amounts provided to each local school division (Appendix C) for Standards of Learning Remediation and Standards of Learning Remedial Summer School.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the attached report for submission to the Governor and General Assembly as required by §22.1-199.2.B. of the *Code*.

Impact on Resources:

N/A

Timetable for Further Review/Action:

N/A



VIRGINIA BOARD OF EDUCATION

REPORT

ANALYSIS AND ASSESSMENT OF STATE-FUNDED REMEDIAL PROGRAMS

OCTOBER 2006

OFFICE OF SCHOOL IMPROVEMENT

Introduction

Analysis and Assessment of State-Funded Remedial Programs

§22.1-199.2.B. of the Code of Virginia (Code) requires the Board of Education (Board) to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The Code further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly.

Regulations for State-Funded Remedial Programs

Background

Section 22.1-199.2 of the Code required the Board of Education to promulgate regulations establishing standards for remediation programs that receive state funding, without regard to state funding designations. After Board approval on January 14, 2003, regulation 8 VAC 20-630 was placed in the *Virginia Register of Regulations* on February 25, 2003, and became effective on March 28, 2003.

Regulation 8 VAC 20-630, Appendix B, institutes a maximum pupil-teacher ratio for state-funded summer remedial programs; requires school divisions to submit a remediation plan, record and report specified data pertaining to their state-funded remedial programs, maintain an individual student record indicating the student's expected remediation goal, and annually evaluate the success of those programs; and provides standards for state-funded remedial programs.

Language contained in Item 146.B.13, Chapter 2, 2006 Acts of Assembly, Special Session I, states that school divisions may choose to use state payments provided for Standards of Quality prevention, intervention, and remediation in both years and for Standards of Learning remediation in the first year as a block grant for remediation purposes, without restrictions or reporting requirements, other than reporting necessary as a basis for determining funding for the program. For the 2005-2006 fiscal year, school divisions choosing to use Standards of Quality remediation funds as block grants are not subject to restrictions or reporting requirements. Consequently, data for the 2005-2006

fiscal year was not reported for this program because all school divisions were participating in the block grant program.

Description of State-Funded Remedial Program

Standards of Learning Remedial Summer School

The Standards of Quality §22.1-253.13:1 require division superintendents to provide a program of prevention, intervention, or remediation that may include remedial summer school to students who are educationally at-risk including, but not limited to:

- a. those who fail to achieve a passing score on any Standards of Learning assessment in grades 3 through 8; or
- b. those who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

The 2004-2006 appropriation act provides funds to each local school division for the operation of programs designed to remediate students who are required to attend. The act requires that students attending these programs not be charged tuition and or awarded high school credit.

Appendix A

**Data Reported by School Division
Required by 8 VAC 20-630**

8-VAC 20-630-50 requires each local division to annually collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:




1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of disabled students and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and,
9. The percentage of students at each grade level who have met their remediation goals.

Data reported for summer remedial programs held in 2005.




Type of Program(s) Offered in the Summer of 2005 or in the case of year-round schools (2005-2006)	Percentage of Localities
An integrated summer remedial program in K-5 or intercession program in the case of year-round schools (2005-2006)	70%
A summer remedial program or intercession program in the case of year-round schools (2005-2006) in one or more content areas grades K-8	94%
A summer remedial program or intercession program in the case of year-round schools (2005-2006) in one or more content areas for secondary programs	85%

Demographic Profile	Number Reported	Percent of Total
A demographic profile of the students who attended remedial programs in 2005 or in the case of year-round schools (2005-2006)		
Total Number	99,797	100%
Male	54,511	55%
Female	45,286	45%
Unspecified	469	<1%
American/Indian Alaska Native	244	<1%
Asian/Pacific Islander	3387	3%
Black or African American, not of Hispanic origin	44,007	44%
Hispanic	13,566	14%
White, not of Hispanic origin	36,682	37%
The number of students who attended remedial programs in 2005 or in the case of year-round schools (2005-2006) and who failed a state sponsored test required by the Standards of Quality or Standards of Accreditation		
Kindergarten-8 th Grade	20,372	20%
Grades 9-12	7,626	8%
The academic status of each student is defined as students who attended remedial programs in 2005 or in the case of year-round schools (2005-2006) and who were retained in 2004-2005.	7,633	8%

The number of disabled students and those with limited English proficiency who attended remedial programs in 2005 or in the case of year-round schools (2005-2006)	Number Reported	Percent of Total
Disabled Students	13,691	14%
Limited English Proficiency	9525	10%

SOL Goal Attainment The percentage of students who attended remedial summer school in 2005 at each grade level who have met their remediation goals either benchmark or SOL .	English	Math	Science	Social Studies
3	62%	66%	72%	67%
4	64%	65%		72%
5	68%	65%	79%	65%
6	64%	58%		54%
7	70%	64%		80%
8	59%	56%	65%	64%
9-12	60%	82%	59%	69%

Note: 8 VAC 20-630-30 requires each local school division to record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal. The percentages indicated reflect the number of students who met their remediation goal, including the SOL assessment, if appropriate. In most cases, the percentage of students who passed the SOL assessment was higher than what is indicated for those who passed either a benchmark or SOL assessment. Students taking SOL assessments rather than a benchmark assessment at the end of the summer program had an additional year following the summer school session for continued remediation.

SOL Goal Attainment The percentage of students who attended remedial summer school in 2005 at each grade level who have met their remediation goals of SOL only .	English	Math	Science	Social Studies
3	58%	75%	67%	59%
4	71%	74%		24%
5	79%	69%	55%	54%
6	52%	32%		41%
7	53%	42%		57%
8	49%	44%	87%	75%
9-12	83%	90%	63%	73%

Cost of Program The cost of the program(s) for remedial programs in 2005.	State Funds Expended	\$22,667,078.54
	Non-State Funds Expended	\$17,652,140.67
Cost per pupil: \$380	Total	\$40,319,219.21

Appendix B

**Standards for State-Funded Remedial Programs
8 VAC 20-630****8 VAC 20-630-10 Definitions.**

The following words and terms when used in this regulation, shall have the following meanings, unless the context clearly indicates otherwise:

“Eligible students” are those students who meet either (i) the criteria identifying students who are educationally at risk which has been established by the local school board, or (ii) the state criteria identifying students who are educationally at risk as specified in §22.1-253.13:1.

“Regular instructional day” means the length of the school day in which instruction is provided for all children, but excluding before and after school programs for state-funded remedial programs.

“Regular school year” means the period of time during which the local school division provides instruction to meet the Standards of Quality, exclusive of summer school, Saturday sessions, or intercession periods.

“State-funded remedial programs” include those programs defined in the local school division’s remediation plan which serve eligible students from state funding sources.

8 VAC 20-630-20 Remediation plan development and approval.

Each local school division shall develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions shall submit these plans at a time to be determined by the Superintendent of Public Instruction for approval by the Board of Education. Following approval of the plan, each local school division shall submit a budget for the remediation plan that identifies the sources of state funds in the plan.

8 VAC 20-630-30 Individual student record.

Each local school division shall record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal.

8 VAC 20-630-40 Program evaluation.

Each local school division shall annually evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the Standards of Learning assessments shall also be a measure of the effectiveness of the remedial program.

8 VAC 20-630-50 Reporting requirements.

Annually, each local school division shall collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of ungraded and disabled students, and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and
9. The percentage of students at each grade level who have met their remediation goals.

8 VAC 20-630-60 Teacher qualifications and staffing ratios.

Each local school division implementing a state-funded remedial summer school program shall provide a minimum of 20 hours of instruction per subject, exclusive of field trips, assemblies, recreational activities, lunch or post-program testing time.

For state-funded remedial summer school programs in grades K-5 that offer an integrated curriculum, a minimum of 40 hours of instruction shall be required.

The pupil-teacher ratios for state-funded summer remedial programs shall not exceed 18:1.

Individuals who provide instruction in the state-funded remedial programs shall be licensed to teach in Virginia or work under the direct supervision of an individual who is licensed to teach in Virginia; be qualified to provide instruction in the area to be remediated; and be trained in remediation techniques.

8 VAC 20-630-70 Transportation formula.

Pursuant to the provisions of the state's Appropriation Act, funding for transportation services provided for students who are required to attend state-funded remedial programs outside the regular instructional day shall be based on a per pupil per day cost multiplied by the number of student days the program operates (i.e., the number of instructional days the state-funded remedial programs are offered multiplied by the number of students who attend the state-

funded remedial programs). The per pupil per day cost shall be based on the latest prevailing cost data used to fund pupil transportation through the Standards of Quality.

For state-funded remedial programs that operate on days that are in addition to the regular school year, 100 percent of the per pupil per day cost shall be used in the formula. For state-funded remedial programs that begin before or end after the regular instructional day, 50 percent of the per pupil per day cost shall be used in the formula. The state share of the payment shall be based on the composite index.

Appendix C

**FY 2005 Remedial Summer School Payment
Summer 2005 or Intersession 2005-06**

Code	Division	First & Final Payment
		Remedial Summer School Payment
001	ACCOMACK	51,107
002	ALBEMARLE	137,502
003	ALLEGHANY	20,731
004	AMELIA	24,886
005	AMHERST	115,360
006	APPOMATTOX	69,523
007	ARLINGTON	366,396
008	AUGUSTA	173,907
009	BATH	4,332
010	BEDFORD	209,010
011	BLAND	7,087
012	BOTETOURT	25,051
013	BRUNSWICK	150,810
014	BUCHANAN	57,004
015	BUCKINGHAM	83,772
016	CAMPBELL	195,944
017	CAROLINE	90,603
018	CARROLL	104,523
019	CHARLES CITY	16,312
020	CHARLOTTE	54,204
021	CHESTERFIELD	1,168,333
022	CLARKE	23,526
023	CRAIG	19,693
024	CULPEPER	71,634
025	CUMBERLAND	80,450
026	DICKENSON	21,398
027	DINWIDDIE	131,885
028	ESSEX	31,210
029	FAIRFAX	598,843
030	FAUQUIER	66,402
031	FLOYD	24,364
032	FLUVANNA	55,736
033	FRANKLIN	142,745
034	FREDERICK	0

035	GILES	27,877
036	GLOUCESTER	91,866
037	GOOCHLAND	13,680
038	GRAYSON	45,659
039	GREENE	84,758
040	GREENSVILLE	117,626
041	HALIFAX	268,422
042	HANOVER	141,527
043	HENRICO	551,822
044	HENRY	160,794
045	HIGHLAND	2,973
046	ISLE OF WIGHT	95,836
047	JAMES CITY	149,559
048	KING GEORGE	25,137
049	KING QUEEN	20,389
050	KING WILLIAM	30,217
051	LANCASTER	16,501
052	LEE	3,099
053	LOUDOUN	0
054	LOUISA	52,106
055	LUNENBURG	47,916
056	MADISON	67,733
057	MATHEWS	11,129
058	MECKLENBURG	129,921
059	MIDDLESEX	20,250
060	MONTGOMERY	196,842
062	NELSON	29,401
063	NEW KENT	32,306
065	NORTHAMPTON	76,902
066	NORTHUMBERLAND	39,196
067	NOTTOWAY	99,805
068	ORANGE	90,609
069	PAGE	53,356
070	PATRICK	115,056
071	PITTSYLVANIA	201,558
072	POWHATAN	59,968
073	PRINCE EDWARD	13,479
074	PRINCE GEORGE	67,482
075	PRINCE WILLIAM	1,493,569
077	PULASKI	97,906

078	RAPPAHANNOCK	4,234
079	RICHMOND CO	49,500
080	ROANOKE CO	95,095
081	ROCKBRIDGE	31,050
082	ROCKINGHAM	318,832
083	RUSSELL	28,800
084	SCOTT	179,179
085	SHENANDOAH	226,062
086	SMYTH	114,461
087	SOUTHAMPTON	163,294
088	SPOTSYLVANIA	179,995
089	STAFFORD	589,386
090	SURRY	8,436
091	SUSSEX	82,919
092	TAZEWELL	176,253
093	WARREN	57,659
094	WASHINGTON	116,039
095	WESTMORELAND	69,726
096	WISE	95,923
097	WYTHE	45,906
098	YORK	99,051
101	ALEXANDRIA	149,188
102	BRISTOL	28,175
103	BUENA VISTA	40,263
104	CHARLOTTESVILLE	65,467
106	COLONIAL HEIGHTS	35,306
107	COVINGTON	11,850
108	DANVILLE	407,143
109	FALLS CHURCH	15,504
110	FREDERICKSBURG	54,060
111	GALAX	43,162
112	HAMPTON	984,476
113	HARRISONBURG	143,347
114	HOPEWELL	93,400
115	LYNCHBURG	138,097
116	MARTINSVILLE	40,066
117	NEWPORT NEWS	1,349,562
118	NORFOLK	1,214,291
119	NORTON	13,521
120	PETERSBURG	149,147

121	PORTSMOUTH	328,119
122	RADFORD	12,468
123	RICHMOND CITY	1,071,126
124	ROANOKE CITY	297,821
126	STAUNTON	61,734
127	SUFFOLK	331,133
128	VIRGINIA BEACH	990,137
130	WAYNESBORO	79,107
131	WILLIAMSBURG	9,424
132	WINCHESTER	132,116
134	FAIRFAX CITY	0
135	FRANKLIN CITY	98,221
136	CHESAPEAKE	1,342,005
137	LEXINGTON	11,319
138	EMPORIA	0
139	SALEM	97,045
140	BEDFORD CITY	0
142	POQUOSON	28,968
143	MANASSAS	183,194
144	MANASSAS PARK	106,711
202	COLONIAL BEACH	33,861
207	WEST POINT	35,046
	Total	22,195,895

*Frederick County Public Schools and Loudoun County Public Schools did not offer a summer remedial program in 2005-06.

*Fairfax City Public Schools offered a program through Fairfax County Public Schools. Bedford City is included in Bedford County Public Schools results. Therefore, information for Fairfax City and Bedford City can be found included in their county statistics above.

Board of Education Agenda Item

Item: K.

Date: October 25, 2006

Topic: First Review of Proposed Additions, Deletions, and Modifications to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

Presenter: Ms. Roberta Schlicher, Director of the Office of Program Administration and Accountability

Telephone Number: 804-225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date July 26, 2006

action Revised list of Supplemental Educational Services Providers

Background Information: The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering supplemental educational services during the 2006-2007 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a nonprofit entity, a for-profit agency, or a school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and achieving proficiency on Standards of Learning tests.

Under the federal law, the state educational agency must develop and apply objective criteria to identify potential supplemental education services providers. The criteria must include the ability of a provider to show a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards. The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. The Board is required to maintain this list of approved providers across the state, by

school division, for use by parents for selection of services. Potential providers must be given annual notice of the opportunity to provide supplemental educational services and the procedures for obtaining approval from the state educational agency.

Summary of Major Elements: On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state's student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

At its September 2002 meeting, the Board of Education approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. Subsequent revisions to the initial list have been made on a regular basis. As shown below, the department recommends adding seven providers to Virginia's board-approved list, deleting one at the provider's request, and modifying two at the providers' request. Provider contact information is attached.

Proposed Providers Added

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
Ability Plus, Inc.	Reading/Language Arts (K-5)	Newport News City, Norfolk City, Petersburg City, Portsmouth City, Richmond City, Roanoke City, and Virginia Beach City
Academics Plus, Inc.	Reading/Language Arts (6-8)	Hampton City, Newport News City, Petersburg City, Pittsylvania County, Portsmouth City, Richmond City, and Sussex County
Education 2020	Reading/Language Arts (K-5)	All School Divisions
O'Dea Capital Corporation/Sylvan Learning Center	Reading/Language Arts (K-8) Mathematics (6-8)	Amelia County, Caroline County, Chesterfield County, Colonial Heights City, Dinwiddie County, Hanover County, Henrico County, Hopewell City, Goochland County, New Kent County, Richmond City, Petersburg City, Powhatan County, and Prince George County

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
The Learning Curve, Inc.	Reading/Language Arts (6-10)	Hampton City, Newport News City, Petersburg City, and South Hampton Roads
StudyDog, Inc.	Reading/Language Arts (Pre-K-5)	All School Divisions
Tsquared Tutors, LLC	Mathematics (6-8)	All School Divisions

Proposed Provider Deleted from List Upon Their Request

PROVIDER	DELETION REASON	REQUEST MADE
NCLB Tutors	No longer providing services in Virginia	August 21, 2006

Providers Modified Upon Their Request

PROVIDER	MODIFICATION REQUEST	REQUEST MADE
Education Station (Formerly Sylvan Learning Systems, Inc.)	Request to drop “Formerly Sylvan Learning Systems, Inc.” from name	August 16, 2006
The Learning Curve, Inc.	Request to change name from KnowledgePoints™ to The Learning Curve, Inc.	May 10, 2006

Superintendent’s Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of supplemental educational services providers.

Impact on Resources: School divisions with identified Title I schools in School Improvement are required to set aside an amount equal to 20 percent of the local educational agency’s Title I, Part A, allocation for the provision of supplemental educational services and other Title I School Improvement requirements, as appropriate.

The provisions of the *No Child Left Behind Act of 2001* have an impact on the agency’s staff resources. This impact can be absorbed through the agency’s existing resources at this time. If the agency is required to assume additional duties related to review and approval of supplemental educational services providers, other services will be impacted.

Timetable for Further Review/Action: The solicitation and review of potential supplemental educational services providers are ongoing.

PROPOSED ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

Recommended: October 25, 2006

Providers Added

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
Ability Plus, Inc.	Carol B. Pressey 2711 Buford Road, #172 Richmond, Virginia 23235 Phone: (800) 778-0384 E-mail: Carolpressey@aol.com	Reading/Language Arts (K-5)	Newport News City, Norfolk City, Petersburg City, Portsmouth City, Richmond City, Roanoke City, and Virginia Beach City
Academics Plus, Inc.	Kenton E. Benton 1411 E. Ash Street P. O. Box 1534 Goldsboro, North Carolina 27530 Phone: (919) 735-7587 Fax: (919) 735-1487 E-mail: aplusdrb@bww.com Web site: http://www.academicsplusinc.com/	Reading/Language Arts (6-8)	Hampton City, Newport News City, Petersburg City, Pittsylvania County, Portsmouth City, Richmond City, and Sussex County
Education 2020	Monica Schroeder 4110 North Scottsdale Road Suite 110 Scottsdale, Arizona 85251 Phone: (866) 737-3320 Fax: (480) 423-0213 E-mail: mschroeder@education2020.com Web site: www.education2020.com	Reading/Language Arts (K-5)	All School Divisions
O'Dea Capital Corporation/Sylvan Learning Center	Bette B. O'Dea 200 Westgate Parkway, Suite 101 Richmond, Virginia 23233 Phone: (804) 750-1545 Fax: (804) 360-2177 E-mail: betteo@sylvanrichmond.com Web site: www.educate.com	Reading/Language Arts (K-8) Mathematics (6-8)	Amelia County, Caroline County, Chesterfield County, Colonial Heights City, Dinwiddie County, Hanover County, Henrico County, Hopewell City, Goochland County, New Kent County, Richmond City, Petersburg City, Powhatan County, and Prince George County

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
The Learning Curve, Inc.	Mark Malone 1252 Crystal Lake Circle Virginia Beach, Virginia 23451 Phone: (757) 641-5535 E-mail: Mark.E.Malone@att.net	Reading/Language Arts (6-10)	Hampton City, Newport News City, Petersburg City, and South Hampton Roads
StudyDog, Inc.	Deme Clainos 7920 SW Nimbus Avenue Beaverton, Oregon 97008 Phone: (503) 643-4449 Fax: (503) 643-3997 E-mail: dclainos@studydog.com Web site: www.studydog.com	Reading/Language Arts (Pre-K-5)	All School Divisions
Tsquared Tutors, LLC	Thomas L. Tucker 1700 Verna Drive Richmond, Virginia 23228 Phone: (804) 262-8923 Fax: (804) 262-9816 E-mail: Thomasl.tucker@comcast.net Web site: www.tsquaredtutors.com	Mathematics (6-8)	All School Divisions

Provider Deleted from List Upon Their Request

PROVIDER	DELETION REASON	REQUEST MADE
NCLB Tutors	No longer providing services in Virginia	August 21, 2006

Providers Modified Upon Their Request

PROVIDER	MODIFICATION REQUEST	REQUEST MADE
Education Station (Formerly Sylvan Learning Systems, Inc.)	Request to drop "Formerly Sylvan Learning Systems, Inc." from name	August 16, 2006
The Learning Curve, Inc.	Request to change name from KnowledgePoints™ to The Learning Curve, Inc.	May 10, 2006

Board of Education Agenda Item

Item: _____ L. _____

Date: October 25, 2006

Topic: First Review of Proposed Revised Foreign Language Standards of Learning

Presenter: Ms. Helen Small, Specialist for Foreign Languages

Telephone Number: (804) 225-3666

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Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

Date _____

Action _____

Background Information:

Academic content Standards of Learning for foreign languages were first developed in 1983 for French, German, Latin, Spanish, and Modern Foreign Languages, and revised in 2000.

The Standards of Quality require the Board of Education to review the Standards of Learning on a regular schedule. The Foreign Language Standards of Learning are due for review in 2007. As a result, on January 11, 2006, the Board approved a plan to review these standards during the 2006-2007 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed Foreign Language Standards of Learning for the Board's first review:

- Solicited online professional comments from stakeholders, including teachers, parents, and administrators;
- Selected a steering committee and writing team that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Contracted a consultant in June 2006 to assist with the process;

- Met with the French, German, Latin, and Spanish writing teams and consultant July 31 and August 1, 2006;
- Re-convened the steering committee on September 22, 2006, to review the work of the writing teams; and
- Developed a draft of the proposed revised Foreign Language Standards of Learning.

Summary of Major Elements:

The attached draft of the proposed revised Foreign Language Standards of Learning (Attachment A) consists of the following elements:

Foreword

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in an expanding global society.

Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for levels I through IV of the French, German, Latin, Spanish, and Modern Foreign Languages Standards of Learning. The introduction includes explanations of the goals and organizing strands.

- **Goals**

Foreign Language Standards of Learning for French, German, Latin, Spanish, and Modern Foreign Languages are organized around the goals of Effective Communication, Enhanced Cultural Understanding, Expanded Access to Information, and Increased Global Perspective.

- **Strands**

The content strands support the goals and remain constant as organizing principles for all levels. The strands for French, German, Spanish, and Modern Foreign Languages reflect Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. The strands for Latin are similar, with Reading for Understanding; Using Oral and Written Language for Understanding; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Each strand is followed by one or two standards.

Standards of Learning

Standards reflect end-of-course benchmarks for levels I through IV of French, German, Latin, and Spanish, as well as for generic Modern Foreign Language standards that can be used for additional languages, including those with non-Roman alphabets. Separate standards exist for:

French:	French I, French II, French III, French IV
German:	German I, German II, German III, German IV
Latin:	Latin I, Latin II, Latin III, Latin IV
Spanish:	Spanish I, Spanish II, Spanish III, Spanish IV
Modern Foreign Languages:	Level I, Level II, Level III, Level IV

The Revision Justification Crosswalk (Attachment B) indicates reasons for the proposed changes to the standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the proposed revised Foreign Language Standards of Learning for first review.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

The Standard of Learning Review Work Plan calls for public hearings, final review, and adoption of the Standards of Learning by the Board of Education by late spring 2007.

DRAFT **Foreign Language** **Standards of** **Learning**

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

October 25, 2006

Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in ~~June 2000-xxx~~ 2007 by the Virginia Board of Education to emphasize the importance of foreign language instruction in the eCommonwealth. They reflect a review of the previous standards, adopted in June 2000.

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in ~~a rapidly~~ expanding global society. Knowledge and skills that students acquire in their foreign language classes will ~~support-reinforce and expand~~ their learning in other subjects, enable them to interact effectively with others, and give them increased access to information across the world.

The Standards of Learning set reasonable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study. Therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary grades.

Copies of the Foreign Language Standards of Learning are being distributed to public schools throughout Virginia for school divisions and teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I – IV of French, German, Latin, and Spanish. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. There are also generic Modern Foreign Language Standards of Learning that may be adapted to other modern languages including for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic, ~~and other languages that may be taught in the commonwealth.~~ ~~The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students.~~

The Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty who assisted the Department of Education in developing and reviewing the draft documents. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the ~~new~~ academic standards.

A major objective of Virginia's educational agenda is to give our citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the eCommonwealth. These Standards of Learning continue the process for achieving that objective.

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Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. There are specific standards for French, German, Latin, and Spanish, Levels I – IV, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Each level of the modern language standards is organized around seven content strands with a total of ten to twelve standards at each level that outline the knowledge, skills, and processes essential for language learning, focusing on communication. The Latin standards are organized around six content strands with a total of seven to eight standards at each level that focus on interpretation of text. ~~The emphasis on communication and interpretation ensures that students exiting foreign language programs in Virginia's high schools will be able to interact with users of the language and understand their culture. Between ten and twelve standards have been written for each level of the modern languages. Latin has seven or eight standards at each level.~~ Each standard for each of the languages is followed by two or more essential components of the standard. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students exiting long-term, sequential foreign language programs in Virginia's secondary schools will be able to interact within reasonable limits with users of the language and understand their culture. The ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study, but requires the student to seek opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture.

The Generic Modern Foreign Language Standards have also been developed and may be adapted for other languages including non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic. In addition, a curriculum framework for American Sign Language has been developed for Levels I – III and is published in a separate document.

The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. ~~The standards of learning do not encompass comprise the entire curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be re-introduced with increasing complexity at various stages of language development. The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community.~~ In addition, local assessments should be matched-aligned to local curricula and state standards and designed to measure students' ability to use the foreign-target language.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is often made to *culturally authentic materials*, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to *level-appropriate* linguistic elements, skills, or instructional materials. *Level-appropriate* means that the content, process, skills, or material described should require students to function at a level consistent with their state of language development. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by simply matching the linguistic task assigned to the students with their language proficiency level. Cultural competence refers to the appropriateness of a response. According to

the American Council on the Teaching of Foreign Languages, *cultural competence* addresses the students' ability to know "how, when, and why to say what to whom."

Goals

Achieving cultural and linguistic fluency is a long-term endeavor, requiring experiences beyond the classroom. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior ~~which that~~ order their world, and the ideas and perspectives ~~which that~~ guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

Increased Global Perspective

- Students will contribute to and respond to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of second language study.

Explanation of Strands

The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application for students: Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Six strands have been identified for Latin language learning, two of which focus on the skills needed by students to read and interpret Latin texts: Reading for Understanding and Using Oral and Written Language for Understanding. These strands unique to Latin are explained at the end of the introduction. All other strands for Latin are the same as those for the modern languages: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Person-to-Person Communication*

The person-to-person communication strand identifies the content and range of skills that students demonstrate when they exchange information with another person. In the person-to-person strand, they demonstrate their ability to initiate, sustain, and close a conversation or interactive written communication, such as an e-mail exchange. This strand focuses on the skills that students need to develop in order to maintain an interactive communication with another person.

Listening and Reading for Understanding**

~~The comprehension and interpretation of written or oral communication ability to understand spoken and written language is the second communicative mode strand within the range of skills that students develop to demonstrate communicative competence. The ability to understand spoken and written language students' level of communicative competence is indicated by the level of comprehension of a text and the interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the communication is one way and focuses on what students can comprehend without the opportunity for clarification.~~

Oral and Written Presentation**

The third strand focusing on communicative competence centers around the ability of a student to present information to an audience either orally or in writing. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations, and again, differ from the person-to-person strand in that students do not interact with the audience, ~~but must rely on their presentational skills. This strand focuses on the skills necessary to deliver the message to the audience by relying on presentational skills.~~

Cultural Perspectives, Practices, and Products

Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). The in-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

The topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the ~~foreign-target~~ language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own language and culture in a way that increases their understanding of the nature of language in general and of elements of their native language and culture. As they become more knowledgeable about the ~~foreign-target~~ language, they increase their own skills in their native language as they make continuous comparisons between the ~~foreign-target~~ language and their own. The insight students develop into their own culture helps them to increase their awareness and openness to people who speak other languages and who may view the world from a different perspective.

Communication across Communities

Knowledge of the ~~foreign-target~~ language and culture is enhanced ~~for students when they~~ students have the opportunity to apply their skills and knowledge beyond the classroom. This application can take many forms, from corresponding with a native speaker of the language to visiting local sites where the language and culture are prominent. Within the Commonwealth of Virginia, there are myriad situations in which students can make these connections: ethnic populations within the local community, foreign-owned businesses that have offices and factories in many parts of the state, and numerous resources available through the Internet and other media. It is the practical application of their language skills that motivates students to continue their language study and develop a ~~life-long~~ lifelong interest in participating in the global community.

* *There is no Person-to-Person strand for Latin.*

** *The two communication strands for Latin have been modified and are described below.
The remaining four strands for Latin are the same as those for the modern languages.*

Reading for Understanding

Latin students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced to authentic texts as early as possible, ~~even through such as~~ graffiti from the Roman world or short philosophical statements of the ancient Romans. The ability of students to derive cultural as well as linguistic information from a text is the focus of a Latin program.

Using Oral and Written Language for Understanding

The ability of students to read a Latin text is facilitated through their active use of Latin involving oral and written language. For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily. As part of the language learning process, students learn to ask and answer questions, comprehend spoken texts, and ~~write~~ compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

Modern Foreign Language Level I

Course Description

Level I language courses focus on ~~students the beginning to development of the students' their~~ communicative competence in the ~~foreign-target~~ language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; ~~reading and~~ listening and reading as a receptive process in which comprehension of ~~texts in the foreign-target~~ language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the foreign language as much as possible in all areas of study emphasis is placed on the use of the target language in the classroom as well as on the use of authentic materials to learn about the culture.~~ Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the ~~foreign-target~~ language and in providing students the opportunity to interact with native speakers of the language.

Person-to-Person Communication

- MFLI.1 The student will exchange simple spoken and written information in the ~~foreign-target~~ language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in the ~~foreign-target~~ language using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a brief oral ~~or~~ and written exchanges in the ~~foreign-target~~ language with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in the ~~foreign-target~~ language.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- MFLI.3 The student will understand simple spoken and written language based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and~~ listening and reading in the ~~foreign-target~~ language.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in the ~~foreign-target~~ language.

3. ~~Understand~~ Follow simple instructions in the ~~foreign-target~~ language, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology~~.

MFLI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in the ~~foreign-target~~ language.

1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

MFLI.5 The student will present orally and in writing information in the ~~foreign-target~~ language that contains a variety of familiar vocabulary, phrases, and structural patterns.

1. Present in the ~~foreign-target~~ language information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe in the ~~foreign-target~~ language basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accuracy in intonation and pronunciation in the ~~foreign-target~~ language especially when presenting prepared material orally.
4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.

MFLI.6 The student will present rehearsed material in the ~~foreign-target~~ language, including brief narratives, monologues, dialogues, poetry, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

MFLI.7 The student will develop an awareness of perspectives, practices, and products of the cultures where the ~~foreign-target~~ language is spoken.

1. Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the role of family members.
2. Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from the cultures studied.
4. Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.

MFLI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

1. Recognize that the cultures studied are shaped by viewpoints, customs/traditions, and products of speakers of the language.
2. Identify major cities and geographical features and why they are significant in the cultures studied.

Making Connections through Language

- MFLI.9 The student will ~~recognize how information acquired in the study of the foreign language and information acquired in other subjects reinforce one another~~ connect information about the target language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the ~~foreign~~ target language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the ~~foreign~~ language class, such as current events or contributions of important individuals from countries where the language is spoken ~~or the influence of foreign explorers and settlers on various regions of the United States.~~

Cultural and Linguistic Comparisons

- MFLI.10 The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of the cultures studied.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- MFLI.11 The student will compare basic elements of the ~~foreign-target~~ language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- MFLI.12 The student will ~~identify situations~~ explore areas in which ~~foreign-target~~ language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the ~~foreign-target~~ language and the cultures studied that are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the cultures studied.

Modern Foreign Language Level II

Course Description

In Level II foreign language, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign~~ target language, and making oral and written presentations in the ~~foreign~~ target language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the ~~foreign~~ target language in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- MFLII.1 The student will exchange spoken and written information and ideas in the ~~foreign~~ target language.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in the target language.
 - ~~2. Give and follow basic instructions and directions in the foreign language.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- MFLII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the ~~foreign~~ target language using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- MFLII.3 The student will understand basic spoken and written language based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and listening and reading~~ in the ~~foreign~~ target language.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as and~~ familiar information in the ~~foreign~~ target language.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in the ~~foreign~~ target language, such as those for following recipes or ~~using computers~~ applying technology.
- MFLII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in the ~~foreign~~ target language.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- MFLII.5 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print-nonprint~~ materials in the ~~foreign-target~~ language.
 2. Present information in the ~~foreign-target~~ language using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking the ~~foreign-target~~ language.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.
- MFLII.6 The student will present rehearsed and unrehearsed material in the ~~foreign-target~~ language including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.
1. Participate in ~~real-authentic~~ or simulated cultural ~~events-activities~~, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with the cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- MFLII.8 The student will use information acquired in the study of the ~~foreign-target~~ language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the ~~foreign-target~~ language and cultures in other subject areas, such as foreign words used in the English language or contributions of important ~~mathematicians and scientists-individuals~~ from countries where the language is spoken.
 2. ~~Relate-Compare and contrast~~ information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.

Cultural and Linguistic Comparisons

- MFLII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the cultures studied and those of the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of countries where the ~~foreign-target~~ language is used and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- MFLII.10 The student will develop a ~~better-deeper~~ understanding of the English language through the study of the ~~foreign-target~~ language.
1. Recognize critical sound distinctions and intonation in the ~~foreign-target~~ and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of the ~~foreign-target~~ language and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in the ~~foreign-target~~ language and English.

Communication across Communities

- MFLII.11 The student will ~~develop and~~ apply ~~foreign-target~~ language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in the target language how the ~~foreign-target~~ language and cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge.

Modern Foreign Language Level III

Course Description

In Level III foreign language, students continue to develop their proficiency in the three ~~modes-strands~~ of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign-target~~ language, and making oral and written presentations in the ~~foreign target~~ language. They communicate at a level commensurate with their study, using more complex structures in the language on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and listen to~~ and are able to identify significant details when the topics are familiar. ~~The foreign language is used almost exclusively in the class as s~~Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues.

Person-to-Person Communication

- MFLIII.1 The student will engage in original and spontaneous oral and written communications in the ~~foreign-target~~ language.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in the foreign language.
- MFLIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the ~~foreign-target~~ language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in the ~~foreign-target~~ language via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate language.

Listening and Reading for Understanding

- MFLIII.3 The student will comprehend spoken and written language based on new topics in familiar ~~as well as and~~ unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to passages or reading~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in the ~~foreign-target~~ language.
 2. Understand culturally authentic materials that use new ~~as well as and~~ familiar information in the ~~foreign-target~~ language.
 3. Understand and ~~follow-respond appropriately to~~ instructions presented in ~~consumer and~~ informational materials in the ~~foreign-target~~ language, such as those needed to understand a ~~train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- MFLIII.4 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as and~~ original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in the ~~foreign-target~~ language orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- MFLIII.5 The student will present in the target language student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in the foreign language~~.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLIII.6 The student will ~~discuss-examine in the target language~~ the interrelationship among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in the cultures studied.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of people who speak the ~~foreign-target~~ language and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of the cultures studied.

Making Connections through Language

- MFLIII.7 The student will use the target language to reinforce and broaden ~~his/her~~ knowledge of connections between the ~~foreign-target~~ language and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Use the target language to discuss how aspects of the ~~foreign~~ language and cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the foreign language class, such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the language is spoken, ~~to the world~~.
 3. Utilize resources in the target language to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIII.8 The student will use the target language to discuss ~~in the foreign language~~ why similarities and differences exist within and among cultures.
1. Use ~~level-appropriate the target~~ language to discuss the influences of historical and contemporary events and issues on the relationships between countries where the ~~foreign~~ target language is spoken and the United States.
 2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

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- MFLIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the language studied.

Communication across Communities

- MFLIII.10 The student will improve ~~foreign-target~~ language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand ~~foreign-target~~ language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use-~~Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Modern Foreign Language Level IV

Course Description

In Level IV foreign language and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign-target~~ language, and making oral and written presentations in the ~~foreign-target~~ language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the ~~foreign-target~~ language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- MFLIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in the ~~foreign target~~ language on ~~various topics~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in the ~~foreign-target~~ language; and elicit those of others.
 2. Exchange ~~with others, in the target language,~~ personal reactions ~~in the foreign language to~~ spoken and written information related to the cultures studied.
 3. Exchange, in the target language, information ~~in the foreign language~~ from outside sources such as newspapers, magazines, broadcasts, or the Internet.
- MFLIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the ~~foreign-target~~ language.
1. Use a full range of ~~level appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in the ~~foreign-target~~ language based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in the ~~foreign-target~~ language.

Listening and Reading for Understanding

- MFLIV.3 The student will comprehend spoken and written language found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in the ~~foreign-target~~ language, such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone, in a variety of ~~level appropriate works~~ culturally authentic materials in the ~~foreign-target~~ language ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in the ~~foreign-target~~ language, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- MFLIV.4 The student will relate information in the ~~foreign-target~~ language that combines learned ~~as well as~~ and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in the ~~foreign-target~~ language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- MFLIV.5 The student will present ~~or perform~~ in the ~~foreign-target~~ language ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in the ~~foreign-target~~ language using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- MFLIV.6 The student will ~~discuss~~ analyze in the ~~foreign-target~~ language how various perspectives reflect the practices and products of the cultures studied.
1. Discuss in the ~~foreign-target~~ language how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- MFLIV.7 The student will demonstrate ~~an increased~~ understanding of the connections between content studied in the ~~foreign-target~~ language class and in other subject areas.
1. Discuss how the ~~foreign-target~~ language and cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level appropriate~~ the target language to relate topics discussed in other subject areas to those discussed in the ~~foreign-target~~ language class, such as foreign authors and artists or political and historical events that involve countries where the foreign language is spoken.
 3. Utilize resources in the target language to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIV.8 The student will use the ~~foreign-target~~ language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ Discuss in the ~~foreign-target~~ language the role of culture in the development of relationships between the United States and countries where the ~~foreign~~ target language is spoken.
 2. ~~Discuss~~ Analyze how members of the target cultures perceive the United States ~~is viewed~~ by members of cultures where the foreign language is spoken and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of countries where the ~~foreign-target~~ language is spoken and in the United States.

- MFLIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the ~~foreign-target~~ language is spoken and in the United States.
 2. Compare linguistic elements of the ~~foreign-target~~ language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- MFLIV.10 The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in the ~~foreign-target~~ language information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

French I

Course Description

Level I French focuses on ~~the students beginning to development of the students' their~~ communicative competence in French and their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another French speaker; reading and listening and reading as a receptive process in which comprehension of French ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the French language as much as possible in all areas of study~~ emphasis is placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in French and in providing students the opportunity to interact with native speakers of French.

Person-to-Person Communication

- FI.1 The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- FI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar phrases and sentences.
1. Initiate, ~~participate in sustain~~, and close ~~a~~ brief oral ~~or~~ and written exchanges in French with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in French.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- FI.3 The student will understand simple spoken and written French based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening and reading~~ in French.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in French.
 3. ~~Understand~~ Follow simple instructions in French, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- FI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in French.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- FI.5 The student will present orally and in writing information in French that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in French information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in French basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in French, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from francophone cultures.
 4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- FI.8 The student will recognize that perspectives, practices, and products of francophone cultures are interrelated.
1. Recognize that francophone cultures are shaped by viewpoints, customs/traditions, and products of speakers of French.
 2. Identify major cities and geographical features and why they are significant in francophone cultures.

Making Connections through Language

- FI.9 The student will ~~recognize how information acquired in the study of French and information acquired in other subjects reinforce one another~~ connect information about the French language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the French language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- FI.10 The student will demonstrate an understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of francophone societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- FI.11 The student will compare basic elements of the French language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- FI.12 The student will ~~identify situations~~ explore areas in which French language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the French language and the cultures of francophone countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the francophone world.

French II

Course Description

In French II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- FII.1 The student will exchange spoken and written information and ideas in French.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 - ~~1. Give and follow basic instructions in French.~~
 - ~~2. Give and follow basic instructions and directions in French.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present ~~as well as~~ and past and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- FII.3 The student will understand basic spoken and written French based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ and reading in French.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in French, such as those for following recipes or ~~using computers~~ applying technology.
- FII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- FII.5 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in French.
 2. Present information in French using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking French.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FII.6 The student will present rehearsed and unrehearsed material in French including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of francophone cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as French words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from francophone countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the French class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of francophone countries.

Cultural and Linguistic Comparisons

- FII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the francophone world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of francophone countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- FII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of French.
1. Recognize critical sound distinctions and intonation in the French and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of French and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in French and English.

Communication across Communities

- FII.11 The student will ~~develop and~~ apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in French how the French language and francophone cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French language resources in French, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the francophone world.

French III

Course Description

In French III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They communicate at a level commensurate with their study, using more complex structures in French on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~French is used almost exclusively in the class as s~~Students develop the ability to discuss in French topics related to historical and contemporary events and issues.

Person-to-Person Communication

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in French.
- FIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in French via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate French.

Listening and Reading for Understanding

- FIII.3 The student will comprehend spoken and written French based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or~~ listening to ~~passages or reading materials~~, such as live and recorded conversations, short lectures, reports, and literary selections in French.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational materials~~ in French, such as those needed to understand ~~a train schedule travel schedules~~ or to use ~~the Internet technology~~.

Oral and Written Presentation

- FIII.4 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in French orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- FIII.5 The student will present in French student-created as well as culturally authentic stories, poems, and/or skits ~~in French~~.
1. Produce well-organized spoken and written French presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- FIII.6 The student will ~~discuss~~ examine in French the interrelationship among the perspectives, practices, and products of francophone cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in francophone cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of French-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of francophone cultures.

Making Connections through Language

- FIII.7 The student will use French to reinforce and broaden ~~his/her~~ knowledge of connections between French and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in French how aspects of the French language and francophone cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the French class, such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries ~~to the world~~.
 3. Utilize resources in French to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIII.8 The student will discuss in French why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate French to~~ Discuss in French the influences of historical and contemporary events and issues on the relationships between francophone countries and the United States.
 2. Compare and contrast aspects of francophone cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- FIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the French language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the French language.

Communication across Communities

- FIII.10 The student will improve French language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand French language skills and cultural ~~knowledge~~ competence through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

French IV

Course Description

In French IV, V and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements of francophone countries with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- FIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in French on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in French; and elicit those of others.
 2. Exchange ~~with others in French~~ personal reactions ~~in French~~ to spoken and written information related to francophone cultures.
 3. Exchange in French information ~~in French~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- FIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in French.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in French based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in French.

Listening and Reading for Understanding

- FIV.3 The student will comprehend spoken and written French found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in French such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works in French that are~~ culturally authentic materials in French, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in French, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- FIV.4 The student will relate information in French that combines learned ~~as well as~~ and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in French containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will present ~~or perform~~ in French ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in French using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- FIV.6 The student will ~~discuss~~ analyze in French how various perspectives reflect the practices and products of francophone cultures.
1. Discuss in French how topics such as the European Union and people of French heritage in the United States illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- FIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in French class and in other subject areas.
1. Discuss how the French language and francophone cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ French to relate topics discussed in other subject areas to those discussed in the French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.
 3. Utilize resources in French to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIV.8 The student will discuss in level-appropriate French the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ Discuss in French the role of culture in the development of relationships between the United States and francophone countries.
 2. ~~Discuss~~ Analyze how members of francophone cultures perceive the United States is viewed by members of francophone cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ francophone countries and the United States.

- FIV.9 The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the French language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in ~~both~~ francophone countries and the United States.
 2. Compare French and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *depuis* + present tense and *passé composé* vs *imparfait*.

Communication across Communities

- FIV.10 The student will apply French language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in French information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

German I

Course Description

Level I German focuses on ~~the students beginning to development of students' their~~ communicative competence in German and their understanding of the culture(s) of countries where German is spoken. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another German speaker; ~~reading and listening~~ and reading as a receptive process in which comprehension of German ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the German language as much as possible in all areas of study~~ emphasis is placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of German classes is the use of the German language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in German and in providing students the opportunity to interact with native speakers of German.

Person-to-Person Communication

- GI.1 The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- GI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in German using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a brief oral ~~or~~ and written exchanges in German with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in German.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- GI.3 The student will understand simple spoken and written German based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening~~ and reading in German.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in German.
 3. ~~Understand~~ Follow simple instructions in German, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- GI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in German.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- GI.5 The student will present orally and in writing information in German that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in German information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in German basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in German, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.
1. Identify some viewpoints of German-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from German-speaking cultures.
 4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- GI.8 The student will recognize that perspectives, practices and products of German-speaking cultures are interrelated.
1. Recognize that German-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of German, such as the concepts of ~~Schultüte~~ Schultüte, *Stammtisch*, family celebrations, and typical foods.
 2. Identify major cities and geographical features and why they are significant in German-speaking cultures.

Making Connections through Language

- GI.9 The student will ~~recognize how information acquired in the study of German and information acquired in other subjects reinforce one another~~ connect information about the German language and cultures with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the German language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the German class, such as current events from German-speaking countries or the influence of German-speaking ~~explorers and~~ settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- GI.10 The student will demonstrate an understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of German-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- GI.11 The student will compare basic elements of the German language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- GI.12 The student will ~~identify situations~~ explore areas in which German language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the German language and the cultures of German-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the German-speaking world.

German II

Course Description

In German II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- GII.1 The student will exchange spoken and written information and ideas in German.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 - ~~1. Give and follow basic instructions in German.~~
 - ~~2. Give and follow basic instructions and directions in German.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- GII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in German using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as~~ past, and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- GII.3 The student will understand basic spoken and written German based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading in German.
 - ~~2. Understand~~ Respond appropriately to culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in German, such as those for following recipes or ~~using computers~~ applying technology.
- GII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in German.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- GII.5 The student will present orally and in writing information in German that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in German.
 2. Present information in German using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking German.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GII.6 The student will present rehearsed and unrehearsed material in German including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of German-speaking cultures and how they are interrelated.
1. Participate in ~~real-authentic~~ or simulated cultural ~~events-activities~~, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of German-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the German language and German-speaking cultures in other subject areas, such as German words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from German-speaking countries.
 2. ~~Relate-Compare and contrast~~ information acquired in other subjects to topics discussed in German class, such as use of the metric system or the impact of historical events on various regions of the world.

Cultural and Linguistic Comparisons

- GII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the German-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of German-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- GII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of German.
1. Recognize critical sound distinctions and intonation in the German and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of German and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in German and English.

Communication across Communities

- GII.11 The student will ~~develop and~~ apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in German how the German language and German-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the German-speaking world.

German III

Course Description

In German III, students continue to develop their proficiency in the three ~~modes-strands~~ of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They communicate at a level commensurate with their study, using more complex structures in German on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and hear and are able to identify significant details when the topics are familiar. ~~German is used almost exclusively in the class as s~~Students develop the ability to discuss in German topics related to historical and contemporary events and issues.

Person-to-Person Communication

- GIII.1 The student will engage in original and spontaneous oral and written communications in German.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print-nonprint~~ sources in German.
- GIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in German via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal-nonverbal~~ behaviors to convey and comprehend messages in level-appropriate German.

Listening and Reading for Understanding

- GIII.3 The student will comprehend spoken and written German based on new topics in familiar ~~as well as and~~ unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to passages or reading materials~~, such as live and recorded conversations, short lectures, reports, and literary selections in German.
 2. Understand culturally authentic materials that use new ~~as well as and~~ familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational materials in German, such as those needed to understand a train schedule travel schedules or to use the Internet technology.~~

Oral and Written Presentation

- GIII.4 The student will present orally and in writing information in German that combines learned ~~as well as and~~ original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in German orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- GIII.5 The student will present in German student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in German~~.
1. Produce well-organized spoken and written German presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- GIII.6 The student will ~~discuss~~ examine in German the interrelationship among the perspectives, practices, and products of German-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in German-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of German ~~speaking people~~ speakers and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of German-speaking cultures.

Making Connections through Language

- GIII.7 The student will use German to reinforce and broaden ~~his/her~~ knowledge of connections between German and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in German how aspects of the German language and German-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking countries ~~to the world~~.
 3. Utilize resources in German to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate German to d~~ Discuss in German the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.
 2. Compare and contrast aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- GIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the German language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the German language.

Communication across Communities

- GIII.10 The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand German language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

German IV

Course Description

In German IV, ~~V and above~~, students continue to develop their proficiency in the three ~~modes-strands~~ of communicative competence: interacting with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written German texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use German to access information in other subject areas and to compare and contrast cultural elements of countries where German is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- GIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in German on ~~various a variety of~~ topics related to contemporary and historical events and issues.
1. Express and support opinions in German, and elicit those of others.
 2. Exchange ~~with others in German~~ personal reactions ~~in German~~ to spoken and written information related to German-speaking cultures.
 3. Exchange in German information ~~in German~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in German based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in German.

Listening and Reading for Understanding

- GIV.3 The student will comprehend spoken and written German found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in German such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in German ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in German, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- GIV.4 The student will relate information in German that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in German containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will present in German ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in German using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- GIV.6 The student will ~~discuss~~ analyze in German how various perspectives ~~reflect~~ are reflected in the practices and products of German-speaking cultures.
1. Discuss in German how topics such as the European Union and ~~Umwelt~~ the environment illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- GIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in German class and in other subject areas.
1. Discuss how the German language and German-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ German to relate topics discussed in other subject areas to those discussed in the German class, such as authors and artists from German-speaking countries or political and historical events that involve German-speaking countries.
 3. Utilize resources in German to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIV.8 The student will discuss in level-appropriate German the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in German the role of culture in the development of relationships between the United States and German-speaking countries.
 2. ~~Discuss~~ Analyze how members of cultures where German is spoken perceive the United States ~~is viewed by members of cultures where German is spoken and why.~~
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ German-speaking countries and the United States.

- GIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the German language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both German-speaking countries and the United States.
 2. Compare German and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- GIV.10 The student will apply German language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in German information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Spanish I

Course Description

Level I Spanish focuses on ~~the students beginning to development of the students'~~ their communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; ~~reading and listening and reading~~ reading as a receptive process in which comprehension of Spanish ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the Spanish language as much as possible in all areas of study~~ emphasis is placed on the use of the Spanish language in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

Person-to-Person Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish using familiar phrases and sentences.
1. Initiate, ~~participate in sustain~~, and close ~~a~~ brief oral ~~or~~ and written exchanges in Spanish with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in Spanish.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening and reading~~ reading in Spanish.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
 3. ~~Understand~~ Follow simple instructions in Spanish, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- SI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- SI.5 The student will present orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in Spanish basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from Spanish-speaking cultures.
 4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
 2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

Making Connections through Language

- SI.9 The student will ~~recognize how information acquired in the study of Spanish and information acquired in the study of other subjects reinforce one another~~ connect information about the Spanish language and its cultures with concepts studied in other subject areas.
1. ~~Give~~ Identify examples of vocabulary, phrases, proverbs, and symbols from ~~the Spanish language~~ that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- SI.10 The student will demonstrate an understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of Spanish-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11 The student will compare basic elements of the Spanish language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- SI.12 The student will ~~identify situations~~ explore areas in which Spanish language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the Spanish-speaking world.

Spanish II

Course Description

In Spanish II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in Spanish.
 - ~~2. Give and follow basic instructions and directions in Spanish.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading in Spanish.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in Spanish.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in Spanish, such as those for following recipes or ~~using computers~~ applying technology.
- SII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- SII.5 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in Spanish.
 2. Present information in Spanish using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SII.6 The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from Spanish-speaking countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

- SII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- SII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of Spanish.
1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of Spanish and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in Spanish and English.

Communication across Communities

- SII.11 The student will ~~develop and~~ apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in Spanish how the Spanish language and Spanish-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish language resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the Spanish-speaking world.

Spanish III

Course Description

In Spanish III, students continue to develop their proficiency in the three ~~modes-strands~~ of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate at a level commensurate with their study, using more complex structures in Spanish on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and hear and are able to identify significant details when the topics are familiar. ~~Spanish is used almost exclusively in the class as~~ Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

Person-to-Person Communication

- SIIL.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in Spanish.
- SIIL.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in Spanish via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

- SIIL.3 The student will comprehend spoken and written Spanish based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when listening to or reading ~~or listening to passages~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in Spanish.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational~~ materials in Spanish, such as those needed to understand ~~a train schedule travel schedules~~ or to use ~~the Internet~~ technology.

Oral and Written Presentation

- SIIL.4 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in Spanish orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- SIIL.5 The student will present in Spanish student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in Spanish~~.
1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- SIIL.6 The student will ~~discuss~~ examine in Spanish the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of Spanish-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

Making Connections through Language

- SIIL.7 The student will use Spanish to reinforce and broaden ~~his/her~~ knowledge of connections between Spanish and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. Discuss in Spanish ~~Identify~~ how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the Spanish class, such as ~~issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world~~.
 3. Utilize resources in Spanish to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIIL.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate Spanish to discuss~~ Discuss in Spanish the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
 2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- SIIL.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the Spanish language.

Communication across Communities

- SIII.10 The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Spanish IV

Course Description

In Spanish IV, V, and above, students continue to develop their proficiency in the three ~~modes-strands~~ of communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- SIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in Spanish on ~~various a variety of~~ topics related to contemporary and historical events and issues.
1. Express and support opinions in Spanish, and elicit those of others.
 2. Exchange ~~with others in Spanish~~ personal reactions ~~in Spanish~~ to spoken and written information related to Spanish-speaking cultures.
 3. Exchange ~~in Spanish~~ information ~~in Spanish~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in Spanish based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in Spanish.

Listening and Reading for Understanding

- SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in Spanish such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in Spanish ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in Spanish, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- SIV.4 The student will relate information in Spanish that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will present ~~or perform~~ in Spanish ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in Spanish using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- SIV.6 The student will ~~discuss~~ analyze in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss in Spanish how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- SIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in Spanish class and in other subject areas.
1. Discuss how the Spanish language and Spanish-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ Spanish to relate topics discussed in other subject areas to those discussed in the Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.
 3. Utilize resources in Spanish to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIV.8 The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in Spanish the role of culture in the development of relationships between the United States and Spanish-speaking countries.
 2. ~~Discuss~~ Analyze how members of Spanish-speaking cultures perceive the United States is viewed by members of Spanish speaking cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ Spanish-speaking countries and the United States.

- SIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both Spanish-speaking countries and the United States.
 2. Compare Spanish and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *hacer* + present tense, *pretérito* vs *imperfecto*.

Communication across Communities

- SIV.10 The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in Spanish information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Latin I

Course Description

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. To support the development of the reading skill, students learn to use Latin orally, to understand oral Latin, and to write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of their daily lives. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures of the Latin language and vocabulary, students enhance their understanding of these same linguistic elements in English.

Reading for Understanding

- LI.1 The student will understand simple written Latin ~~based on about various a variety of topics that are presented through a variety of media.~~
1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations.
 2. Demonstrate reading comprehension by answering simple questions about Latin passages.
 3. Demonstrate knowledge of basic Latin vocabulary, ~~inflectional systems inflections,~~ and syntax ~~in Latin.~~

Using Oral and Written Language for Understanding

- LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs ~~sounds.~~
 2. Initiate and respond appropriately to simple oral and written questions, statements, and commands.
 3. ~~Write~~ Compose simple Latin phrases and sentences.

Cultural Perspectives, Practices, and Products

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify ~~Roman practices as reflected in aspects of daily life in Roman life,~~ such as those related to family, education, occupations, mythology, and social structure.
 2. Examine ~~through use of print or non print media and artifacts some~~ products of the Romans, such as food, clothing, ~~methods of transportation,~~ buildings, and art ~~forms.~~
 3. Locate ~~and describe the~~ major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
 4. Identify ~~selected important~~ historical and legendary figures and events, such as Romulus, ~~Julius Caesar,~~ the founding of Rome, and the three periods of Roman history.
 5. Participate in authentic or simulated cultural simulations activities, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
 2. Examine how geography and history influenced practices and perspectives of the Romans, such as the founding of Rome ~~at a crossroads~~ near the Tiber River.

Making Connections through Language

- LI.5 The student will ~~recognize how information acquired in Latin and information acquired in other subjects reinforce one another~~ connect information about Latin and Roman culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of Latin vocabulary, numerals, mottoes, phrases, and symbols that are used in other subjects.
 2. Relate current events and content from other subject areas to topics discussed in the Latin class, such as Greek and Greco-Roman mythology or and the influence of geography, history, art, and architecture on the creation of the Roman empire.

Cultural and Linguistic Comparisons

- LI.6 The student will demonstrate an understanding of the significance of culture through comparisons between Roman culture and that of the United States.
1. ~~Examine~~ Compare and contrast elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
 2. ~~Identify similarities and differences evident in practices of both cultures.~~
 - 3-2. Demonstrate an awareness of unique elements of the student's own culture.
- LI.7 The student will compare the basic ~~structures, vocabulary, and sound system of Latin with those of English~~ elements of the Latin language to the English language.
1. Recognize that the basic language patterns of English may differ significantly from those of Latin.
 2. ~~Demonstrate that~~ Interpret the Latin roots, prefixes, and suffixes ~~occur~~ in English words.
 3. Compare and contrast the sound systems of Latin and English.

Communication across Communities

- LI.8 The student will ~~identify situations~~ explore areas in which Latin language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify through print and non-print sources~~ Present examples of the Latin language and ~~Greco-Roman~~ culture that are evident in areas such as the media, entertainment, and occupations.
 2. ~~Identify~~ Utilize resources, ~~including such as~~ individuals and organizations, that provide ~~basic Greco-Roman cultural~~ information about Roman culture.

Latin II

Course Description

In the Latin II course, students develop the ability to comprehend written Latin texts with more complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students understand adapted and/or authentic Latin from original sources. To support the development of this skill, students also use some oral Latin, understand some spoken Latin, and write simple phrases and sentences. Students learn about the perspectives, practices, and products of the ancient Romans as reflected in areas such as architecture, art, and history. Students compare these cultural and historical elements to their own culture and find examples of the influence of Greco-Roman civilization in their own world. They also compare effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.

Reading for Understanding

- LII.1 The student will understand written Latin based on various topics ~~presented through a variety of media.~~
1. Read for information.
 2. Recognize the difference between giving literal meaning and paraphrasing.
 3. ~~Acquire an expanded~~ Expand vocabulary and ~~recognize recognition of~~ additional syntactical structures essential to comprehension.

Using Oral and Written Language for Understanding

- LII.2 The student will continue to use orally, listen to, and write Latin as part of the language learning process.
1. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Initiate and respond appropriately to oral and written questions, statements, and commands.
 3. ~~Write~~ Compose Latin sentences with expanded vocabulary and structures to reinforce language learning.

Cultural Perspectives, Practices, and Products

- LII.3 The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated.
1. Describe cultural characteristics and behaviors of the Romans, ~~as seen in areas~~ such as marriage and funeral customs, leisure activities, games, entertainment, and meals.
 2. ~~Demonstrate a knowledge~~ Examine the influence of legendary and historical figures/events, ~~and examine their influence on Roman perspectives, such as Cincinnatus and duty, Horatius and bravery, and the expulsion of the kings and development of representative government.~~
 3. ~~Examine the influence of major cities and geographical features on Roman culture~~ how geography, history and major cities influenced the practices and perspectives of the Romans, such as Carthage and the Punic Wars, and Athens and Greek influence, Ostia and trade and travel.
 4. Demonstrate ~~a~~ knowledge of architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.

5. Examine ~~selected important~~ myths of ~~Greek and Roman~~ Greco-Roman origin and their influence on Roman perspectives, such as Ulysses and craftiness, and Mars as patron god of Rome, ~~and Baucis and Philemon as symbols of piety.~~
6. Participate in authentic or simulated cultural ~~simulations activities~~, such as family celebrations, sports and entertainment, and festivals.

Making Connections through Language

- LII.4 The student will use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Latin language and ~~Greco-Roman~~ cultures in other subject areas, such as Roman architectural contributions ~~English vocabulary derived from Latin or construction and engineering contributions of the Romans to the world.~~
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Latin class, such as ~~important people and events of the Roman world related to the founding of Rome and the subsequent expansion of the Roman empire.~~

Cultural and Linguistic Comparisons

- LII.5 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
 2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
 3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.
- LII.6 The student will develop a ~~better deeper~~ understanding of the English language through the study of Latin.
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their derivatives in English.
 2. Compare and contrast structural patterns of Latin and English.
 3. Compare the use of idiomatic expressions in Latin and English.

Communication across Communities

- LII.7 The student will ~~develop and~~ apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate through print and non-print sources how~~ Present examples of the Latin language and Greco-Roman culture ~~are evident in from~~ areas such as media, entertainment, and occupations.
 2. ~~Locate and use~~ Utilize resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding.

Latin III

Course Description

In the Latin III course, students develop the ability to comprehend authentic Latin texts with complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to comparable aspects of United States history and geography.

Reading for Understanding

- LIII.1 The student will comprehend and interpret adapted and authentic Latin based on a variety of topics.
1. Read for information.
 2. Interpret increasingly complex language structures; and expand vocabulary.
 3. Recognize ~~some~~ figures of speech and stylistic features of ~~style in~~ Latin authors and texts.
 4. Identify ~~some of the~~ social, political, and historical implications of the work(s) read.

Using Oral and Written Language for Understanding

- LIII.2 The student will increase skills in using and interpreting Latin orally.
1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Comprehend oral Latin presented through a variety of media.

Cultural Perspectives, Practices, and Products

- LIII.3 The student will ~~discuss-examine~~ the interrelationship among the perspectives, practices, and products of Greco-Roman civilization.
1. Understand that literary ~~as well as and non-literary-nonliterary~~ products reflect practices and perspectives of the Greco-Roman world.
 2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices.
 3. Examine the role of geography and the military in the history and development of the Greco-Roman world.
 4. Examine the effect of ~~the~~ Roman political and social systems on private and public life.
 5. Analyze the multicultural make-up of the Greco-Roman world as it affected perspectives and practices of the Romans, such as Cleopatra and Egypt, the Jews and ~~Masada~~ Masada, Vercingetorix and Gaul.

Making Connections through Language

- LIII.4 The student will reinforce and broaden ~~his/her~~ knowledge of connections between Latin and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.~~
1. ~~Give examples of~~ Present aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and ~~engineering language.~~
 2. Relate topics studied in other subject areas to those studied in the Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool to reconstruct the past.

Cultural and Linguistic Comparisons

- LIII.5 The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of culture, such as military conquests, diverse social and political systems, and economies of the Greco-Roman world with those of other cultures.
 2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, ~~such as the abolition of the Roman monarchy and the American Revolution.~~
- LIII.6 The student will strengthen ~~his/her~~ knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin.
1. Recognize that Latin and English do not share a word-for-word correspondence.
 2. ~~Demonstrate the relationship of Latin words to their derivatives in English, and a~~ Apply principles of word building and analysis.
 3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology from the study of Latin, such as subjunctive uses, indirect discourse, and verbals.

Communication across Communities

- LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize classical resources in Latin, ~~including such as individuals, museums,~~ and organizations in the community, to broaden cultural understanding.

Latin IV

Course Description

In ~~the Latin IV course, V, and above,~~ students interpret and analyze authentic Latin in a variety of genres. Because the focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students analyze the effects of features of style, such as figures of speech, word choice, and meter on an author's work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and architecture. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Reading for Understanding

- LIV.1 The student will interpret and analyze authentic Latin in selected genres.
1. Interpret and explain the content and intent of the texts read.
 2. Analyze and evaluate the effects of features of style, such as figures of speech, word choice and ~~placement order~~, and meter, on the author's work.
 3. ~~Identify-Discuss~~ and analyze the social, political, and historical implications of the works read.

Using Oral and Written Language for Understanding

- LIV.2 The student will refine skills in using and interpreting Latin orally.
1. Read authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
 2. Identify elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

Cultural Perspectives, Practices, and Products

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the Greco-Roman world.
1. Analyze perspectives and practices of Greco-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
 2. Summarize ways in which the progression of Roman history affected the perspectives, practices, and products of the Greco-Roman world.

Making Connections through Language

- LIV.4 The student will demonstrate ~~an~~ understanding of the connections between content studied in the Latin class and other subject areas.
1. ~~Identify how the Latin language and culture are connected to other subject areas through various topics~~ Present aspects of Latin language and Greco-Roman culture found in other subject areas, such as legal and political systems and ~~classical world~~ literature.
 2. Relate topics discussed in other subject areas to those discussed in the Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

Cultural and Linguistic Comparisons

- LIV.5 The student will discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Greco-Roman culture on subsequent art, architecture, music, and literature.
 2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
 3. Explain how the Roman view of public and private life has influenced modern world views.
- LIV.6 The student will expand his/her understanding of the English language through the analysis of complex linguistic and syntactical elements of Latin.
1. Increase English vocabulary by comparing words in Latin and English and by applying the principles of word building and analysis.
 2. Analyze the structure of English by applying linguistic more complex grammatical concepts and linguistic terminology acquired from the study of Latin, such as conditional sentences and ~~rhetorical devices~~ figures of speech.

Communication across Communities

- LIV.7 The student will apply knowledge of the Latin language and Greco-Roman culture ~~in opportunities~~ beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss applications of Latin and Greco-Roman culture found in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Latin classical resources, including individuals and organizations, to enhance cultural understanding.

Foreign Language Standards of Learning

Revision Justification Crosswalk

**Board of Education
Commonwealth of Virginia**

October 25, 2006

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.1		X								X	
MFLI.1.1	X										
MFLI.1.2	X										
MFLI.1.3	X										
MFLI.2		X								X	
MFLI.2.1		X						X		X	
MFLI.2.2		X								X	
MFLI.2.3	X										
MFLI.3	X										
MFLI.3.1		X							X	X	
MFLI.3.2		X					X			X	
MFLI.3.3		X					X	X		X	
MFLI.4		X								X	Spelling
MFLI.4.1	X										
MFLI.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.5		X								X	
MFLI.5.1		X								X	
MFLI.5.2		X								X	Unnecessary language
MFLI.5.3		X								X	
MFLI.5.4		X								X	
MFLI.6		X								X	
MFLI.6.1	X										
MFLI.6.2	X										
MFLI.7		X								X	
MFLI.7.1	X										
MFLI.7.2	X										
MFLI.7.3		X					X		X		
MFLI.7.4	X										
MFLI.8		X									Punctuation

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.8.1	X										
MFLI.8.2	X										
MFLI.9		X				X				X	
MFLI.9.1		X						X		X	
MFLI.9.2		X				X			X		
MFLI.10	X										
MFLI.10.1	X										
MFLI.10.2	X										
MFLI.10.3	X										
MFLI.11		X								X	
MFLI.11.1	X										
MFLI.11.2	X										
MFLI.12		X					X	X		X	
MFLI.12.1		X						X	X	X	
MFLI.12.2		X						X			Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.1		X								X	
MFLII.1.1		X	MFL II.1.2			X				X	
MFLII.1.2		X	MFL II.1.1			X	X				
MFLII.2		X								X	
MFLII.2.1		X							X		
MFLII.2.2		X									Spelling
MFLII.3	X										
MFLII.3.1		X							X	X	
MFLII.3.2		X					X		X	X	
MFLII.3.3		X					X			X	Unnecessary language
MFLII.4		X								X	Spelling
MFLII.4.1	X										
MFLII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.5		X							X	X	
MFLII.5.1		X								X	Spelling
MFLII.5.2		X							X	X	
MFLII.5.3		X								X	
MFLII.5.4		X								X	
MFLII.6		X								X	
MFLII.6.1	X										
MFLII.6.2	X										
MFLII.7		X							X		
MFLII.7.1		X					X				
MFLII.7.2	X										
MFLII.7.3	X										
MFLII.8		X								X	

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.8.1		X				X				X	
MFLII.8.2		X						X			
MFLII.9		X							X		
MFLII.9.1	X										
MFLII.9.2		X								X	
MFLII.10		X					X			X	
MFLII.10.1		X								X	
MFLII.10.2		X								X	
MFLII.10.3		X				X				X	
MFLII.11		X								X	Unnecessary language
MFLII.11.1		X						X	X	X	
MFLII.11.2		X					X			X	Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.1		X								X	
MFLIII.1.1	X										
MFLIII.1.2		X									Spelling
MFLIII.2		X								X	
MFLIII.2.1	X										
MFLIII.2.2		X								X	
MFLIII.2.3		X									Spelling
MFLIII.3		X							X		
MFLIII.3.1		X					X		X	X	
MFLIII.3.2		X							X	X	
MFLIII.3.3		X					X			X	Unnecessary language
MFLIII.4		X							X	X	
MFLIII.4.1		X								X	
MFLIII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.5		X							X	X	Unnecessary language
MFLIII.5.1	X										
MFLIII.5.2		X									Spelling
MFLIII.6		X						X			
MFLIII.6.1	X										
MFLIII.6.2		X					X	X		X	
MFLIII.6.3	X										
MFLIII.7		X					X		X	X	Unnecessary language
MFLIII.7.1		X						X	X		
MFLIII.7.2		X					X	X			
MFL III.7.3		X			X	X					
MFLIII.8		X					X			X	
MFLIII.8.1		X								X	Unnecessary language
MFLIII.8.2		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.9		X							X	X	
MFLIII.9.1	X										
MFLIII.9.2		X					X				
MFLIII.10		X								X	
MFLIII.10.1		X						X		X	
MFLIII.10.2		X					X			X	Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.1		X							X	X	Unnecessary language
MFLIV.1.1		X								X	Punctuation
MFLIV.1.2		X					X			X	Punctuation: Unnecessary language
MFLIV.1.3		X					X			X	Punctuation
MFLIV.2		X								X	
MFLIV.2.1		X									Unnecessary language
MFLIV.2.2		X								X	
MFLIV.2.3		X								X	
MFLIV.3		X									Unnecessary language
MFLIV.3.1		X					X			X	
MFLIV.3.2		X					X	X	X	X	
MFLIV.3.3		X					X			X	Unnecessary language
MFLIV.4		X							X	X	
MFLIV.4.1		X								X	
MFLIV.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.5		X							X	X	Unnecessary language
MFLIV.5.1		X								X	
MFLIV.5.2		X									Spelling
MFLIV.6		X						X		X	
MFLIV.6.1		X								X	
MFLIV.6.2		X					X		X		
MFLIV.7		X						X	X	X	
MFLIV.7.1		X					X		X	X	
MFLIV.7.2		X								X	Unnecessary language
MFL IV.7.3		X			X	X					
MFLIV.8		X								X	
MFLIV.8.1		X								X	Unnecessary language
MFLIV.8.2		X						X	X	X	
MFLIV.8.3		X						X		X	

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.9		X							X	X	
MFLIV.9.1		X						X		X	
MFLIV.9.2		X							X	X	
MFLIV.10	X										
MFLIV.10.1		X						X	X	X	
MFLIV.10.2		X								X	Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.1	X										
FI.1.1	X										
FI.1.2	X										
FI.1.3	X										
FI.2	X										
FI.2.1		X						X			
FI.2.2	X										
FI.2.3	X										
FI.3	X										
FI.3.1		X							X		
FI.3.2		X					X				
FI.3.3		X					X	X			
FI.4		X									Spelling
FI.4.1	X										
FI.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.5	X										
FI.5.1	X										
FI.5.2		X									Unnecessary language
FI.5.3		X									Punctuation
FI.5.4	X										
FI.6	X										
FI.6.1	X										
FI.6.2	X										
FI.7	X										
FI.7.1	X										
FI.7.2	X										
FI.7.3		X					X		X		
FI.7.4	X										
FI.8		X									Punctuation

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.8.1	X										
FI.8.2	X										
FI.9		X				X					
FI.9.1		X						X			
FI.9.2	X										
FI.10	X										
FI.10.1	X										
FI.10.2	X										
FI.10.3	X										
FI.11	X										
FI.11.1	X										
FI.11.2	X										
FI.12		X					X	X			
FI.12.1		X						X	X		
FI.12.2		X						X			Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.1	X										
FII.1.1		X	F II.1.2			X	X				
FII.1.2		X	F II.1.1			X	X				
FII.2	X										
FII.2.1		X							X		
FII.2.2		X									Spelling
FII.3	X										
FII.3.1		X							X		
FII.3.2		X					X		X		
FII.3.3		X					X				Unnecessary language
FII.4		X									Spelling
FII.4.1	X										
FII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.5		X							X		
FII.5.1		X									Spelling
FII.5.2		X							X		
FII.5.3	X										
FII.5.4	X										
FII.6	X										
FII.6.1	X										
FII.6.2	X										
FII.7		X							X		
FII.7.1		X					X				
FII.7.2	X										
FII.7.3	X										
FII.8	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.8.1		X				X					
FII.8.2		X						X			
FII.9		X							X		
FII.9.1	X										
FII.9.2	X										
FII.10		X					X				
FII.10.1	X										
FII.10.2	X										
FII.10.3		X				X					
FII.11		X									Unnecessary language
FII.11.1		X						X	X		
FII.11.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.1	X										
FIII.1.1	X										
FIII.1.2		X									Spelling
FIII.2	X										
FIII.2.1	X										
FIII.2.2	X										
FIII.2.3		X									Spelling
FIII.3		X							X		
FIII.3.1		X					X		X		
FIII.3.2		X							X		
FIII.3.3		X					X				Unnecessary language
FIII.4		X							X		
FIII.4.1	X										
FIII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.5		X							X		Unnecessary language
FIII.5.1	X										
FIII.5.2		X									Spelling
FIII.6		X						X			
FIII.6.1	X										
FIII.6.2		X					X	X			
FIII.6.3	X										
FIII.7		X					X		X		Unnecessary language
FIII.7.1		X						X	X		
FIII.7.2		X					X	X			
F III.7.3		X			X	X					
FIII.8	X										
FIII.8.1		X							X		Unnecessary language
FIII.8.2		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.9		X							X		
FIII.9.1	X										
FIII.9.2		X					X				
FIII.10	X										
FIII.10.1		X						X			
FIII.10.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.1		X							X		Unnecessary language
FIV.1.1		X									Punctuation
FIV.1.2		X					X				Unnecessary language
FIV.1.3		X					X				
FIV.2	X										
FIV.2.1		X									Unnecessary language
FIV.2.2	X										
FIV.2.3	X										
FIV.3		X									Unnecessary language
FIV.3.1		X					X				
FIV.3.2		X					X	X	X		
FIV.3.3		X					X				Unnecessary language
FIV.4		X							X		
FIV.4.1	X										
FIV.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.5		X							X		Unnecessary language
FIV.5.1	X										
FIV.5.2		X									Spelling
FIV.6		X						X			
FIV.6.1	X										
FIV.6.2		X					X		X		
FIV.7		X						X	X		
FIV.7.1		X					X		X		
FIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
FIV.8	X										
FIV.8.1		X									Unnecessary language
FIV.8.2		X						X	X		
FIV.8.3		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.9		X							X		
FIV.9.1		X						X			
FIV.9.2		X							X		
FIV.10	X										
FIV.10.1		X						X	X		
FIV.10.2		X									Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.1	X										
GI.1.1	X										
GI.1.2	X										
GI.1.3	X										
GI.2	X										
GI.2.1		X						X			
GI.2.2	X										
GI.2.3	X										
GI.3	X										
GI.3.1		X							X		
GI.3.2		X					X				
GI.3.3		X					X	X			
GI.4		X									Spelling
GI.4.1	X										
GI.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.5	X										
GI.5.1	X										
GI.5.2		X									Unnecessary language
GI.5.3		X									Punctuation
GI.5.4	X										
GI.6	X										
GI.6.1	X										
GI.6.2	X										
GI.7	X										
GI.7.1	X										
GI.7.2	X										
GI.7.3		X					X		X		
GI.7.4	X										
GI.8	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.8.1	X										
GI.8.2	X										
GI.9		X				X					
GI.9.1		X						X			
GI.9.2	X										
GI.10	X										
GI.10.1	X										
GI.10.2	X										
GI.10.3	X										
GI.11	X										
GI.11.1	X										
GI.11.2	X										
GI.12		X					X	X			
GI.12.1		X						X	X		
GI.12.2		X						X			Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.1	X										
GII.1.1		X	G II.1.2			X	X				
GII.1.2		X	G II.1.1			X	X				
GII.2	X										
GII.2.1		X							X		
GII.2.2		X									Spelling
GII.3	X										
GII.3.1		X							X		
GII.3.2		X					X		X		
GII.3.3		X					X				Unnecessary language
GII.4		X									Spelling
GII.4.1	X										
GII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.5		X							X		
GII.5.1	X										
GII.5.2		X							X		
GII.5.3	X										
GII.5.4	X										
GII.6	X										
GII.6.1	X										
GII.6.2	X										
GII.7		X							X		
GII.7.1		X					X				
GII.7.2	X										
GII.7.3	X										
GII.8	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.8.1		X				X					
GII.8.2		X						X			
GII.9		X							X		
GII.9.1	X										
GII.9.2	X										
GII.10		X					X				
GII.10.1	X										
GII.10.2	X										
GII.10.3		X				X					
GII.11		X									Unnecessary language
GII.11.1		X						X	X		
GII.11.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.1	X										
GIII.1.1	X										
GIII.1.2		X									Spelling
GIII.2	X										
GIII.2.1	X										
GIII.2.2	X										
GIII.2.3		X									Spelling
GIII.3		X							X		
GIII.3.1		X					X		X		
GIII.3.2		X							X		
GIII.3.3		X					X				Unnecessary language
GIII.4		X							X		
GIII.4.1	X										
GIII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.5		X							X		Unnecessary language
GIII.5.1	X										
GIII.5.2		X									Spelling
GIII.6		X						X			
GIII.6.1	X										
GIII.6.2		X					X	X			
GIII.6.3	X										
GIII.7		X					X		X		Unnecessary language
GIII.7.1		X						X	X		
GIII.7.2		X					X	X			
F III.7.3		X			X	X					
GIII.8	X										
GIII.8.1		X							X		Unnecessary language
GIII.8.2		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.9		X							X		
GIII.9.1	X										
GIII.9.2		X					X				
GIII.10	X										
GIII.10.1		X						X			
GIII.10.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.1		X							X		Unnecessary language
GIV.1.1	X										
GIV.1.2		X					X				Unnecessary language
GIV.1.3		X					X				
GIV.2	X										
GIV.2.1		X									Unnecessary language
GIV.2.2	X										
GIV.2.3	X										
GIV.3		X									Unnecessary language
GIV.3.1		X					X				
GIV.3.2		X					X	X	X		
GIV.3.3		X					X				Unnecessary language
GIV.4		X							X		
GIV.4.1	X										
GIV.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.5		X							X		Unnecessary language
GIV.5.1	X										
GIV.5.2		X									Spelling
GIV.6		X						X			
GIV.6.1	X										
GIV.6.2		X					X		X		
GIV.7		X						X	X		
GIV.7.1		X					X		X		
GIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
GIV.8	X										
GIV.8.1		X									Unnecessary language
GIV.8.2		X						X	X		
GIV.8.3		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.9		X							X		
GIV.9.1		X						X			
GIV.9.2		X							X		
GIV.10	X										
GIV.10.1		X						X	X		
GIV.10.2		X									Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.1	X										
SI.1.1	X										
SI.1.2	X										
SI.1.3	X										
SI.2	X										
SI.2.1		X						X			
SI.2.2	X										
SI.2.3	X										
SI.3	X										
SI.3.1		X							X		
SI.3.2		X					X				
SI.3.3		X					X	X			
SI.4		X									Spelling
SI.4.1	X										
SI.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.5	X										
SI.5.1	X										
SI.5.2		X									Unnecessary language
SI.5.3	X										
SI.5.4	X										
SI.6	X										
SI.6.1	X										
SI.6.2	X										
SI.7	X										
SI.7.1	X										
SI.7.2	X										
SI.7.3		X					X		X		
SI.7.4	X										
SI.8	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.8.1	X										
SI.8.2	X										
SI.9		X				X					
SI.9.1		X						X			
SI.9.2	X										
SI.10	X										
SI.10.1	X										
SI.10.2	X										
SI.10.3	X										
SI.11	X										
SI.11.1	X										
SI.11.2	X										
SI.12		X					X	X			
SI.12.1		X						X	X		
SI.12.2		X						X			Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.1	X										
SII.1.1		X	S II.1.2			X	X				
SII.1.2		X	S II.1.1			X	X				
SII.2	X										
SII.2.1		X							X		
SII.2.2		X									Spelling
SII.3	X										
SII.3.1		X							X		
SII.3.2		X					X		X		
SII.3.3		X					X				Unnecessary language
SII.4		X									Spelling
SII.4.1	X										
SII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.5	X								X		
SII.5.1		X									Spelling
SII.5.2		X							X		
SII.5.3	X										
SII.5.4	X										
SII.6	X										
SII.6.1	X										
SII.6.2	X										
SII.7		X							X		
SII.7.1		X					X				
SII.7.2	X										
SII.7.3	X										
SII.8	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.8.1		X				X					
SII.8.2		X						X			
SII.9		X							X		
SII.9.1	X										
SII.9.2	X										
SII.10		X					X				
SII.10.1	X										
SII.10.2	X										
SII.10.3		X				X					
SII.11		X									Unnecessary language
SII.11.1		X						X	X		
SII.11.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.1	X										
SIII.1.1	X										
SIII.1.2		X									Spelling
SIII.2	X										
SIII.2.1	X										
SIII.2.2	X										
SIII.2.3		X									Spelling
SIII.3		X							X		
SIII.3.1		X					X		X		
SIII.3.2		X							X		
SIII.3.3		X					X				Unnecessary language
SIII.4		X							X		
SIII.4.1	X										
SIII.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.5		X							X		Unnecessary language
SIII.5.1	X										
SIII.5.2		X									Spelling
SIII.6		X						X			
SIII.6.1	X										
SIII.6.2		X					X	X			
SIII.6.3	X										
SIII.7		X					X		X		Unnecessary language
SIII.7.1		X						X	X		
SIII.7.2		X					X	X			
F III.7.3		X			X	X					
SIII.8	X										
SIII.8.1		X							X		Unnecessary language
SIII.8.2		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.9		X							X		
SIII.9.1	X										
SIII.9.2		X					X				
SIII.10	X										
SIII.10.1		X						X			
SIII.10.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.1		X							X		Unnecessary language
SIV.1.1		X									Punctuation
SIV.1.2		X					X				Unnecessary language
SIV.1.3		X					X				
SIV.2	X										
SIV.2.1		X									Unnecessary language
SIV.2.2	X										
SIV.2.3	X										
SIV.3		X									Unnecessary language
SIV.3.1		X					X				
SIV.3.2		X					X	X	X		
SIV.3.3		X					X				Unnecessary language
SIV.4		X							X		
SIV.4.1	X										
SIV.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.5		X							X		Unnecessary language
SIV.5.1	X										
SIV.5.2		X									Spelling
SIV.6		X						X			
SIV.6.1	X										
SIV.6.2		X					X		X		
SIV.7		X						X	X		
SIV.7.1		X					X		X		
SIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
SIV.8	X										
SIV.8.1		X									Unnecessary language
SIV.8.2		X						X	X		
SIV.8.3		X						X			

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.9		X							X		
SIV.9.1		X						X			
SIV.9.2		X							X		
SIV.10	X										
SIV.10.1		X						X	X		
SIV.10.2		X									Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.1		X					X		X		
LI.1.1	X										
LI.1.2	X										
LI.1.3		X							X		
LI.2	X										
LI.2.1		X							X		
LI.2.2	X										
LI.2.3		X					X				
LI.3	X										
LI.3.1		X							X		
LI.3.2		X					X				Unnecessary language
LI.3.3		X				X					
LI.3.4		X				X	X				
LI.3.5		X					X				

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.4	X										
LI.4.1	X										
LI.4.2		X									Unnecessary language
LI.5		X				X					
LI.5.1		X					X	X		X	
LI.6	X										
LI.6.1		X						X			
LI.6.2		X		X							Redundant
LI.6.3		X	LI.6.2								
LI.7		X									Broaden standard
LI.7.1		X					X				
LI.7.2		X						X			
LI.7.3	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.8		X					X	X			
LI.8.1		X						X			
LI.8.2		X					X	X	X		

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.1		X					X				
LII.1.1	X										
LII.1.2	X										
LII.1.3		X							X		
LII.2	X										
LII.2.1	X										
LII.2.2	X										
LII.2.3		X					X				
LII.3	X										
LII.3.1		X								X	
LII.3.2		X						X			Unnecessary language
LII.3.3		X				X				X	
LII.3.4		X								X	
LII.3.5		X				X	X		X	X	
LII.3.6		X					X			X	

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.4	X										
LII.4.1		X					X			X	
LII.4.2		X					X	X			
LII.5		X							X		
LII.5.1		X						X			
LII.5.2		X						X			
LII.5.3		X						X			
LII.6		X					X				
LII.6.1	X										
LII.6.2	X										
LII.6.3		X			X	X					
LII.7		X									Unnecessary language
LII.7.1		X						X	X		
LII.7.2		X					X				Unnecessary language

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.1	X										
LIII.1.1	X										
LIII.1.2	X										
LIII.1.3		X					X				
LIII.1.4		X						X			
LIII.2	X										
LIII.2.1	X										
LIII.2.2	X										
LIII.3		X						X			
LIII.3.1		X							X		Spelling
LIII.3.2	X										
LIII.3.3	X										
LIII.3.4		X					X				
LIII.3.5		X									Spelling

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.4		X							X		Unnecessary language
LIII.4.1		X				X		X			
LIII.4.2	X										
LIII.5	X										
LIII.5.1		X							X		
LIII.5.2		X									Broaden standard
LIII.6		X							X		
LIII.6.1	X										
LIII.6.2		X						X			
LIII.6.3	X										
LIII.7	X										
LIII.7.1	X										
LIII.7.2		X					X		X		

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

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Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.1	X										
LIV.1.1											
LIV.1.2		X					X				
LIV.1.3		X						X			
LIV.2	X										
LIV.2.1	X										
LIV.2.2	X										
LIV.3	X										
LIV.3.1	X										
LIV.3.2	X										
LIV.3.3	X										
LIV.4		X							X		
LIV.4.1		X				X	X				
LIV.4.2	X										

FOREIGN LANGUAGE STANDARDS OF LEARNING REVISION JUSTIFICATION CROSSWALK

Attachment B

Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.5	X										
LIV.5.1	X										
LIV.5.2	X										
LIV.5.3	X										
LIV.6		X							X		
LIV.6.1	X										
LIV.6.2		X					X				
LIV.7		X							X	X	
LIV.7.1		X							X		
LIV.7.2		X					X		X		

Board of Education Agenda Item

Item: _____ M. _____

Date: October 25, 2006

Topic: First Review of a Proposal to Develop Standards of Learning for a New, Optional High School Mathematics Course

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by state or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting:

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information: Recent research indicates that many students would benefit from additional instruction in the areas of algebra and data analysis as they prepare to enter postsecondary instruction and work. Achieve, The Education Trust, and the Thomas B. Fordham Foundation worked with two- and four-year postsecondary faculty and front-line managers in high-growth, high-skill occupations to define the core knowledge and skills that high school graduates need to succeed in these kinds of occupations. Among the skills required is a critical understanding of higher levels of algebra and data analysis.

Recognizing that some students need additional time and instruction to gain these skills, in May 2006 the Department of Education convened a representative statewide group of stakeholders to discuss the desirability of creating a new mathematics course focusing on the advanced study of relations, functions, and data analysis. During this same time frame, professionals involved in mathematics education in Virginia were informally polled about this topic. Respondents indicated that there appears to be a gap in Virginia's course offerings that could be filled by a course focusing on advanced study of relations, functions, and data analysis.

In response to this research and observations from the field, the Department of Education is proposing the development of Standards of Learning for a new, optional high school course in mathematics, "Algebra and Data Analysis."

Summary of Major Elements: The Department of Education proposes to develop Standards of Learning for a new, optional mathematics course. The potential new offering, tentatively titled, “Algebra and Data Analysis,” would assist students to build advanced conceptual models useful for developing more sophisticated mathematical foundations in preparation for higher level mathematics coursework. The new course would help students to:

- model real world phenomena using algebra;
- analyze and represent algebraic relationships and functions using tables, equations, and graphs;
- translate easily between representations of functions;
- select and use appropriate statistical methods to analyze data; and
- develop and evaluate inferences and predictions that are based on data.

The course would be above the level of algebra and geometry.

Attachment A contains a timeline for the development of the *Standards of Learning* and Curriculum Framework for the course. Attachment B contains a brief description of the course.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department to proceed with the development of *Standards of Learning* for a new, optional mathematics course, tentatively titled “Algebra and Data Analysis.”

Impact on Resources: The resources needed to develop the standards and the curriculum framework for this course may be absorbed by the Department’s existing resources at this time. School divisions implementing the proposed course would need to provide textbooks and other instructional materials for students.

Timetable for Further Review/Action: The Department of Education proposes to develop a set of *Standards of Learning* for the new course to present to the Board for approval in early 2007. Subsequent to approval of the new standards by the Board, a curriculum framework would be developed.

**Proposed Schedule for the Development and Approval
of *Standards of Learning* for “Algebra and Data Analysis”**

November 2006 - January 2007	<i>Standards of Learning</i> development committee meets to draft standards for a new course, “Algebra and Data Analysis.”
February 2007	Draft of the proposed <i>Standards of Learning</i> goes to the Board for first review.
March 2007	<p>A Superintendent’s Memorandum is distributed to announce:</p> <ul style="list-style-type: none">• the public comment period;• public hearings; and• the availability of a <i>Standards of Learning</i> comment page on the Virginia Department of Education (VDOE) Web site during the public comment period. <p>The VDOE posts on its Web site a <i>Standards of Learning</i> comment page for “Algebra and Data Analysis.” The page will be active for 30 days.</p>
April 2007	Public hearings are held to take comment on the proposed <i>Standards of Learning</i> .
May 2007	The VDOE aggregates and conducts a preliminary analysis of the comments entered on the Web page and comments made at public hearings.
June 2007	The VDOE presents the proposed <i>Standards of Learning</i> to the Board for final review.
July - September 2007	The development committee meets to draft the curriculum framework for the approved course, “Algebra and Data Analysis.”
October 2007	The proposed curriculum framework for “Algebra and Data Analysis” goes to the Board for first review.
November 2007	<p>A Superintendent’s Memorandum is distributed to announce:</p> <ul style="list-style-type: none">• the public comment period;• public hearings; and• the availability of a curriculum framework comment page on the Virginia Department of Education Web site during the public comment period. <p>The VDOE posts on its Web site a curriculum framework comment page for “Algebra and Data Analysis.” The page will be active for 30 days.</p>
December 2007 - March 2008	The VDOE aggregates and conducts a preliminary analysis of the comments entered on the Web page and comments made at public hearings.
April 2008	The curriculum framework goes to the Board for final review.

**Algebra and Data Analysis
Standards of Learning
Course Development Outline**

The content of “Algebra and Data Analysis” could include (but not be limited to):

- data analysis
 - summary statistics
 - characteristics of the Gaussian normal distribution
 - sampling methods and bias
 - simple experimental design
 - elementary probability
- function families
 - linear functions
 - quadratic functions
 - exponential functions
 - logarithmic functions
- functional behavior analysis in context
 - decreasing and increasing functions;
 - rate of change;
 - zeros of function;
 - relative and absolute maxima and minima;
 - interpreting y-intercept in context;
 - function discontinuities;
 - domain and range;
 - multiple representations; and
 - finite differences.
- direct and inverse variation
- systems of equations
- linear programming
- graph theory and network flows
- transformations

Instruction in “Algebra and Data Analysis” should be viewed as assisting students to build conceptual models that are useful at helping develop more sophisticated conceptual structures and methods. This involves:

- modeling real world phenomena using algebra;
- analyzing and representing algebraic relationships and functions using tables, equations, and graphs;
- translating easily between representations of functions;
- selecting and using appropriate statistical methods to analyze data; and
- developing and evaluating inferences and predictions that are based on data.

To this end, students should interact with engaging problems that invite data exploration to generate a function rule that best models the situation. In so doing, students’ understanding of algebraic and geometric concepts and skills is enhanced.

Board of Education Agenda Item

Item: _____ N. _____

Date: October 25, 2006

Topic: First Review of the 2006 Annual Report on Regional Alternative Education Programs

Presenter: Ms. Diane L. Jay, Associate Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2905

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Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting:

Previous Review/Action:

X No previous board review/action

_____ Previous review/action
 date _____
 action _____

Background Information: Section 22.1-209.1:2 of the *Code of Virginia* requires that the Board of Education provide an annual report to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The 1993 General Assembly approved legislation and funding to create regional pilot programs to provide an educational alternative for certain students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. A formula based on staffing patterns and the composite index of local ability-to-pay determines continuation funding for the programs.

Summary of Major Elements: One hundred fourteen (114) school divisions participate in the regional alternative education programs. During 2005-2006, 4,100 students were served. An annual report that summarizes the status and effectiveness of the regional programs is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 2006 Annual Report on Regional Alternative Education Programs pursuant to §22.1-209.1:2, *Code of Virginia*.

Impact on Resources: None.

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly as required by §22.1-209.1:2, *Code of Virginia*.

2006 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

**GOVERNOR TIMOTHY M. KAINE
AND THE
VIRGINIA GENERAL ASSEMBLY**

October 25, 2006

PREFACE

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.com.

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EXECUTIVE SUMMARY

The evaluation was conducted on Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993 - 1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled has increased from 217 students in four regional programs in 1993-1994 to 4,155 during 2005-2006. This represents a 358 percent increase in students served. The state funding level has increased 33 percent during this same time period. Conclusions related to the program, services, and policies for the 2005-2006 school year follow:

- Over 70 percent of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance.
- The program administrators reported decreased violence, firearms, and weapons possession incidences for students while in the program. Program administrators reported a slight increase in substance abuse, and no apparent change in property offenses.
- Program administrators reported ratings of good or excellent for parental involvement, technology, staff development, resources, discipline policies, selection process, student assessments, student services, and the academic program.

- Of the 277.5 teachers employed, 95 percent are licensed. Student-to-teacher ratios range between 8 or 9:1 and 12 or 13:1.
- One thousand seven-hundred sixty two (1,762) alternative education students took the Standards of Learning (SOL) tests in English and mathematics. The ability to correlate SOL test results with students who have spent time in a regional alternative education program was available for the first time during the 2005-2006 school year. These students achieved a 32 percent pass rate on the English SOL and a 19 percent pass rate on the mathematics SOL. It is difficult to know if these students would have performed differently in their home schools.
- The dropout rate for these students is 7.1 percent. The expulsion or dismissal rate is 7 percent.
- Of the students who were not eligible to graduate in the 2005-2006 school year, approximately 69.7 percent remained in school at the end of the 2005-2006 school year. Of these students, 50.8 percent plan to return to their regular school beginning in 2006-2007, and 18.9 percent will remain in the alternative education program.

During 2005-2006, several articles appeared relating to the regional alternative education programs. On November 21, 2005, an article by Amy Coulee, "Last Stop for Education," appeared in the *News and Advance* about the Roanoke County and Bedford regional alternative education program. One of the teachers commented in the article, "Students learn up front that there are consequences for every broken rule" but the goal is to teach, not punish. The principal commented, "We get their grades up big time," adding that as their grades improve, so does their self-esteem. "Their old schools may have labeled them, the other kids may have labeled them, even their parents may have labeled them, but when they arrive at the program they get a clean slate.... It's not that they are horrible kids, it's that they've made some bad choices.... We've got some talented kids if we can just get them going in the right direction."

On February 2, 2006, the *Free Lance Star* in Fredericksburg published an article "Regional Alternative School Full" about the regional program involving Stafford, Caroline, King George, Spotsylvania and Fredericksburg. The author, Ruth Finch, wrote, "Administrators rave about the school's ability to keep troubled students on track.... It [the program] offers strict supervision, lots of one-on-one teaching time and good old-fashioned persistence." One of the administrators said, "Our students find real success there, both in academic areas and life skills. It is one of the truly good things this region has done."

Overall, the regional alternative education programs appear to be achieving their program purposes. The return on the public's investment for regional alternative education programs appears favorable.

CHAPTER ONE

Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions. The evaluation examined the 29 programs in operation during the 2005-2006 school year. A total of 114 school divisions worked in collaboration to form these 29 programs; some of the divisions have multiple subprograms and sites. A listing of the programs and participating school divisions is provided in Attachment A1.

Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support;
2. Review the program administrators' perceptions of the adequacy of the programs; and
3. Evaluate the performance of the programs and students.

The goals of the 29 regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for their students. They serve students who have been assigned to the school by a local board of education because: (1) the traditional school systems are not equipped to address their needs; and (2) the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to these needs. While the general goals among programs are similar, there are also differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short-term versus long-term);
- educational approaches and priorities; and
- program resources available.

Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual information data collection instrument and supplemental information provided with these reports. In June 2006 the reports were submitted by each of the 29 programs for the 2005-2006 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.

CHAPTER TWO

Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding. No local matching funding is required; however, local school divisions sometimes use local and federal monies to augment these programs by providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and non-traditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after-school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

CHAPTER THREE

Regional Alternative Education Program Overview

This chapter provides an overview of program and student trends, program purposes, organization, innovative practices, reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies of the regional alternative education programs.

A. Characteristics of Programs and Student Population

Statistical Overview – Of the 29 regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 6-8. Almost 90 percent of the programs also serve grades 7-8; and 70 percent also serve 6th grade students. Three programs also serve students in grades K-5. Additionally, 67 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 2,569 assigned slots and serving 4,155 students during the 2005-2006 school year. Since students are assigned for short periods of time in some programs (e.g., a week in some cases), multiple students can be served per slot. Attachment A2 provides a more detailed overview of the 29 programs.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. A new regional program was approved by the General Assembly in 2000-2001 bringing the number of programs to 30. In 2003-2004, one regional program dissolved, thus reducing the number of programs to 29. During this same period, state funding increased from the initial General Assembly appropriation of \$1.2 million for 1993-1994 to a total state funding level of slightly over \$5.5 million for 2005-2006. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,155 students in 29 regional programs in 2005-2006. The state funding level has increased 33 percent during this same time period.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

Table 1.
Trends in Regional Alternative Education Programs

School Year	Number Of Programs [1]	State Funding [2]	Number of Students Served
1993-1994	4	\$1,200,000	217
1994-1995 [2]	13	\$1,200,000	849
1995-1996 [2]	19	\$1,200,000	1,550
1996-1997	29	\$4,142,000	2,297
1997-1998	29	\$3,716,652	2,350
1998-1999	29	\$4,431,089	3,255
1999-2000	29	\$4,484,123	3,494
2000-2001	30	\$5,766,626	3,347
2001-2002	30	\$5,386,590	3,895
2002-2003	30	\$5,386,590	3,509
2003-2004	29	\$5,210,891	3,534
2004-2005	29	\$5,486,348	3,903
2005-2006	29	\$5,561,410	4,155

Note [1]: Some data refer to sites and some refer to programs.

Note [2]: Federal funds were used to supplement state funds to expand the program during the 1994-1995 and 1995-1996 school years.

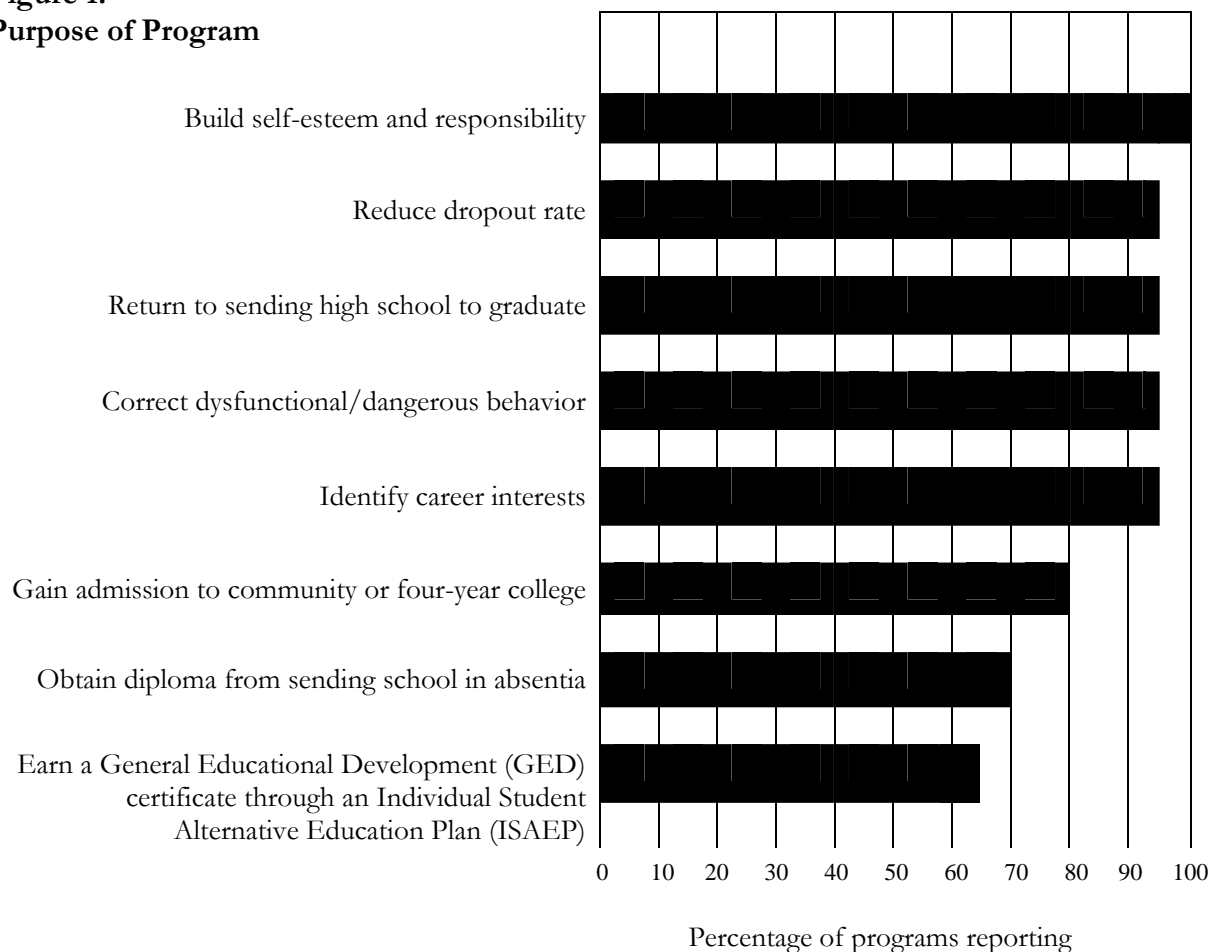
Program Purpose – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a somewhat different set of “program purposes,” or objectives than would be encountered in the traditional school system. As part of the 2005-2006 data collection effort for this evaluation, administrators were asked to identify the objectives most appropriate for the various sites operating within their programs. The “program purposes” reported by the majority of programs to be consistent with their program are:

- build self-esteem and responsibility;
- return students to high school to graduate;
- identify career interests;
- correct dysfunctional or dangerous behavior; and
- reduce the dropout rate.

An expanded list of program purposes, as reported by the responding program administrators, is portrayed in Figure 1.

Figure 1.

Purpose of Program



Program Organization and Innovative Practices – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 10 months a year, but the range is 9 to 12 months. Almost 50 percent of the programs offer morning and evening classes. Almost 90 percent organize classes by subject or course, and 70 percent organize classes by grade level. Over 86 percent of the programs report that students work independently on computer-based curricula. Program administrators were asked to identify innovative practices they believe to have been most effective in their program. Their responses included: 1) differentiated or individualized instruction; 2) anger management sessions; 3) computer-assisted instruction; 4) small group learning; 5) small student-to-teacher ratio; 6) mentoring; 7) distance learning; and 8) service learning activities.

Reasons for Student Enrollment and Student Selection Process – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise identified

by the school divisions to be best served by these programs. Consequently, these programs are structured to better address the special needs of these students who are often older than the students at the same grade level in the traditional school system and whose histories are typically defined by academic failure and behavioral problems. Table 2 provides insight as to the primary reasons leading to student enrollments for the 2005-2006 school year.

Table 2.

Reasons for Enrollment in Regional Alternative Education Programs 2005-2006

Reasons for Enrollment	Total	Percent [1]
Suspensions for violation of School Board Policy [2]	4,062	97.8
Chronic Disruptive Behavior	1,049	25.2
Drugs or alcohol	554	13.3
Intentional Injury	409	9.8
Weapons	242	5.8
Theft	49	1.2
Combination of above	350	8.4
Other [3]	1,409	33.9
Released from youth correctional centers	93	2.2
Total Suspensions and Released from Youth Correctional Centers	4,155	100

Note [1]: Percentage of 4,155 or the total students reported in response to these questions.

Note [2]: Included pending violations.

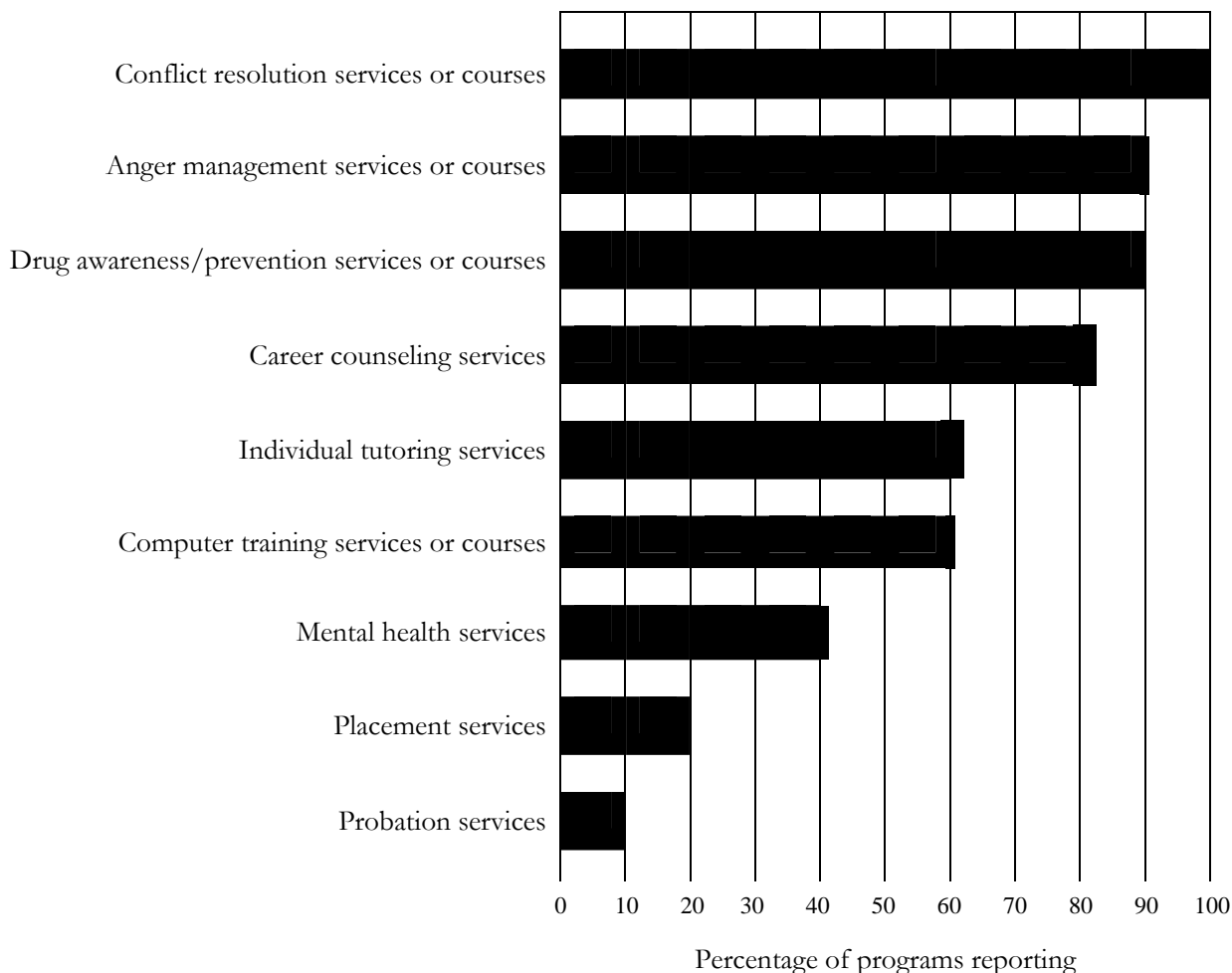
Note [3]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. The student selection process includes guidelines and criteria for admittance, and denial of admission varies from program-to-program. Most of the programs report that students were assigned to them “as a last chance option.” Over 90 percent of program administrators report that parents and students are required to participate in an interview prior to an admission decision. About 86 percent of the administrators indicate that they have the option to deny admission, and almost 80 percent state that students and parents have to sign a contract (e.g., commit to the program) before admission.

Academic Offerings and Student Services – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served (e.g., K-12 grade levels, a wide variety of behavioral issues, a wide range of cognitive capabilities) and academic approaches used produce a wide spectrum of courses offered, academic initiatives, and student services. At a general level, there are many core academic offerings and student services common to these regional alternative education programs.

All 28 programs that serve high school students offer standard diploma courses. About 75 percent of these programs also offer GED preparatory courses, 59 percent offer vocational coursework, 38 percent offer independent study, and 28 percent offer work study components. Administrators indicated a need for more career and technical courses, more electives, a greater focus on literacy, and additional teachers to teach electives, advanced placement courses, and English courses. Figure 2 provides an overview of student services offered in the regional alternative education programs.

Figure 2.
Student Services Offered



Student Assessments – Another legislative requirement for these programs is a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, almost 90 percent of the programs report employing traditional assessments (e.g., an A, B, C, D, F letter grading systems, end-of-year examinations) for all students enrolled. Slightly over 50 percent use nontraditional assessments (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, behavior) for all students. About 59 percent of the programs use combinations of traditional and nontraditional approaches to assessing their students.

General Policies – General policies vary among programs. Administrators report that the following policies are employed by their programs. Since most of these policies apply only to high schools, percentages are for programs serving grades 9-12.

- Specific criteria must be met before a student can return to a regular high school. (93 percent of programs).
- Students are required to return to their regular high school (almost 40 percent).
- Students are required to return to their sending high school in order to graduate with a standard diploma (30 percent of programs).
- Students with an Individual Education Plan (IEP) are allowed to enroll in the alternative programs (90 percent of the programs).
- Students are limited to a certain number of academic credits earned while attending the alternative program (42 percent of programs).
- Students are allowed to take needed courses at a regular high school that cannot be provided by the alternative program (38 percent of programs).

Discipline Policies – Discipline policies vary among programs.

- Almost 90 percent of the programs state that students are subject to the rules of the sending high schools.
- Eighty-six (86) percent of the programs have their own discipline system.
- Forty-eight (48) percent have a zero tolerance policy for misbehavior.
- Eighty-six (86) percent use behavioral contracts.
- Most programs report use of behavioral evaluation sheets daily or weekly.

B. Staff

Program Staffing – Administrators of the 29 programs reported a total of 277.5 teachers (in terms of full-time equivalents). Of that number, 95 percent are licensed. Additionally, programs reported 55 counselors and 22 school psychologists. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2005-2006, the programs reported student-to-teacher ratios between 8 or 9:1 and 12 or 13:1.

Professional Development – A current program of staff development and training is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary concern of program administrators. These needs include a broad spectrum of professional development related to content areas, use of technology, programmatic and administrative issues as well as an even broader spectrum of areas that relate to the behavioral problems common to the students served. Table 3 provides information regarding the extent to which the needs for staff professional development in the regional alternative education programs were addressed during the 2005-2006 school year.

Table 3.
Professional Development

Staff Development Programs	Percentage of Teachers in Program
Content work	100.0
Technology	96.6
Discipline	82.8
Alternative education practices	75.9
Conflict management	62.1
Violence	58.6
Alcohol and drug abuse	48.3
Counseling	24.1

C. Program Resources and Support

General Resources – The regional alternative education programs report that their program resources are generally satisfactory. Approximately 80 percent of all responses from the program administrators, across all categories, indicate that they perceived their program resources as either “excellent” or “good” and only three percent of the responses reflect a “poor” ranking.

External Program Support – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support, and the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide excellent support. Over 90 percent of the responses regarding these sources indicate “excellent” or “good” support.

D. Parental and Community Involvement

A procedure for obtaining the participation and support from parents is a legislative requirement of the regional alternative education program. Each program reports initiatives addressing these objectives. Of the responding administrators, 20.7 percent report that parental involvement in their program is “excellent”; 58.6 percent report “good” parental involvement; 20.7 percent report “fair” parental involvement; and zero percent reported that the parental involvement in their program was “poor.”

Perceptions regarding community involvement in the regional alternative education programs are mixed. Of the responding administrators, 10.3 percent report that community involvement in their program is “excellent”; 34.5 percent report “good” community involvement; 44.8 percent report “fair” community involvement; and 10.3 percent reported that the community involvement in their program was “poor.”

CHAPTER FOUR

Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

The student populations in the regional alternative education programs present challenges because the assigned students often have histories of dysfunctional behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option (e.g., 85 percent of programs report that students are placed or assigned to their program as “a last chance option”).

The student body of any given program has less continuity from year-to-year (often from month-to-month) than a traditional school. Programs are generally small and address an array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches.

They also dictate a different approach to evaluating both program and student performance. One approach for assessing program and student performance is the programs’ self-reported “program purposes” as presented in Figure 1. These include:

- Build self-esteem and responsibility;
- Reduce dropout rate;
- Return to sending high school to graduate;
- Correct dysfunctional or dangerous behavior;
- Identify career interests;
- Gain admission to an institution of higher education;
- Obtain diploma from sending school in absentia; and
- Earn a General Educational Development (GED) certificate through an Individual Student Alternative Education Plan (ISAEP)

B. Measures of Achievement

Standard measurements such as Standards of Learning (SOL) tests, attendance, and dropout rates may not be considered in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

Standards of Learning – There were 1,762 alternative education students who took the Standards of Learning tests in English and mathematics. The ability to correlate SOL test results with students who have spent time in a regional alternative education program was available for the first time during the 2005-2006 school year. These students achieved a 32 percent pass rate on the English SOL and a 19 percent pass rate on the mathematics SOL. It is difficult to know if these students would have performed better or worse in their home schools.

Dropout Rates – The total 2005-2006 dropouts reported by the program administrators for this evaluation was 7.1 percent (i.e., 296 dropouts). The state average for dropouts for traditional schools was 1.8 percent. Most regional alternative education students are considered dropout risks prior to being assigned to these programs.

Dismissal Rate – The dismissal/expulsion rate for 2005-2006 was seven (7) percent, and 290 students were dismissed or expelled.

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students' academic performance. The administrators perceive somewhat or substantial improvement in approximately 80 percent of students served.

Table 4.
Reported Change in Academic Performance

Reported Change During Assignment to Alternative Education	Substantially Improved	Somewhat Improved	Somewhat Decreased	Substantially Decreased	No Apparent Change	Total Responses
Middle Grades – Mathematics	14.8%	55.6%	7.4%	0.0%	22.2%	26
Middle Grades – English	18.5%	59.3%	3.7%	3.7%	14.8%	26
High School – Mathematics	14.3%	71.4%	7.1%	0.0%	7.1%	28
High School – English	25.0%	60.7%	3.6%	0.0%	10.7%	28

Perceptions of Changes in Student Disciplinary Incidences – Correcting dysfunctional behavior is a primary goal of regional alternative education programs. Over 60 percent of the administrators reported decreases in physical violence. Slightly over 50 percent reported decreases in firearms violations. Just under 60 percent reported decreases in possession of other weapons. Decreases in substance abuse were reported by 35 percent and 34.5 percent reported an increase in substance abuse. Thirty eight (38) percent reported decreases in offenses against property while 13.8 percent reported increases in offenses against property.

End-of-Year Status of 2005-2006 Students – Data discussed previously in this report suggest that many of the students that the programs served in 2005-2006 were assigned as a final alternative. Most of these students were at-risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the violations that led to their enrollment in the alternative education program (see Table 2) suggest many others were candidates for future incarceration. Table A3 in Attachment A3 summarizes the status of the 2005-2006 students served by the regional alternative education programs based on data provided by the programs as of June 2006. Based on these data, almost 70 percent of students served in the 2005-2006 regional alternative education programs remain in school, either returning to the regional alternative program for 2006-2007 (18.9 percent) or returning to their sending school for 2006-2007 (50.8 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

ATTACHMENTS**Attachment A1****Listing of Regional Alternative Education Programs – 2005-2006****Table A1.****Regional Alternative Education Programs – 2005-2006**

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Bristol City Public Schools	Washington County Public Schools	Crossroads Alternative Education Program
Brunswick County Public Schools	Greensville and Mecklenburg County Public Schools	Southside LINK
Carroll County Public Schools	Galax City Public Schools	Carroll-Galax Regional Alternative Education Program (The RAE Center)
Fairfax County Public Schools	Alexandria City Public Schools	Transition Support Resource Center
Fauquier County Public Schools	Rappahannock County Public Schools	The Regional Continuum of Alternative Education Services
Fluvanna County Public Schools	Alleghany, Bath, Botetourt, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools, Radford City Public Schools	Project RETURN
Henry County Public Schools	Martinsville City and Patrick County Public Schools	Breaking Barriers
King William County Public Schools	Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools, Town of West Point Public Schools	Middle Peninsula Regional Alternative Education Program
Lynchburg City Public Schools	Appomattox, Amherst, Bedford, and Nelson County Public Schools	Regional Alternative Education Project

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youths
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools, Isle of Wight and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie, Prince George, and Sussex County Public Schools, Colonial Heights and Hopewell City Public Schools	Bermuda Run Educational Center Regional Alternative Program
Pittsylvania County Public Schools	Danville City Public Schools	Pittsylvania County/Danville City Regional Alternative School
Powhatan County Public Schools	Goochland and Louisa County Public Schools	Project Return Regional Alternative Education Program
Prince William County Public Schools	Manassas and Manassas Park City Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover and Henrico County Public Schools	Metro-Richmond Alternative Education Program
Roanoke City Public Schools	Salem City Public Schools	Roanoke/Salem Regional
Roanoke County Public Schools	Bedford County Public Schools	R. E. Cook Regional Alternative School

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Russell County Public Schools	Tazewell County Public Schools	Project BRIDGE
Scott County Public Schools	Lee County Public Schools	Renaissance Program
Stafford County Public Schools	Caroline, King George, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools	Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg and Waynesboro City Public Schools, and Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Northumberland and Richmond County Public Schools	Northern Neck Regional Alternative Education Program
Wise County Public Schools	Dickenson County Public Schools and Norton City Public Schools	Regional Learning Academy
Wythe County Public Schools	Bland County Public Schools	Wythe/Bland Alternative Education Program
York County Public Schools	Poquoson City and Williamsburg-James City County Public Schools	Three Rivers Project-Enterprise Academy

Attachment A2

Profile of Regional Alternative Education Programs – 2005-2006

Table A2.

Profile of Available Slots, Students Served, and Grades Served – 2005-2006

School Division Fiscal Agent	Grades Served by Each of the Regional Alternative Education Programs													Number of Students Served*	Number of Slots Available*	Number of Grades Served	Students Per Grade
	K	1	2	3	4	5	6	7	8	9	10	11	12				
Bristol City								x	x	x	x	x	x	86	71	6	15
Brunswick County							x	x	x	x	x	x	x	83	87	7	12
Carroll County								x	x	x	x	x	x	57	29	6	10
Fairfax County								x	x	x	x	x	x	81	n/a	6	14
Fauquier County								x	x	x	x	x	x	132	65	6	22
Fluvanna County	x	x	x	x	x	x	x	x	x	x	x	x	x	373	66	13	29
Henry County							x	x	x	x	x	x	x	38	62	7	6
King William County							x	x	x	x	x	x	x	175	106	7	25
Lynchburg City							x	x	x	x	x	x	x	92	67	7	14
Montgomery County							x	x	x	x	x	x	x	489	120	7	70
Newport News City							x	x	x	x	x	x	x	444	230	7	64
Norfolk City							x	x	x	x	x	x	x	415	269	7	60
Northampton County										x	x	x	x	42	50	4	11
Nottoway County							x	x	x	x	x	x	x	135	91	7	20
Petersburg City							x	x	x	x	x	x	x	53	28	7	8
Pittsylvania County							x	x	x	x	x	x	x	73	36	7	11
Powhatan County										x	x	x	x	55	55	4	14
Prince William County							x	x	x					151	128	3	51
Richmond City							x	x	x	x	x	x	x	52	41	7	8
Roanoke City								x	x	x	x	x	x	242	220	6	41
Roanoke County				x	x	x	x	x	x	x	x	x	x	63	40	10	7
Russell County	x	x	x	x	x	x	x	x	x	x	x	x	x	164	169	12	14
Scott County						x	x	x	x	x	x	x	x	126	61	8	16
Stafford County										x	x	x	x	215	182	4	54
Staunton City							x	x	x	x	x	x	x	100	92	7	15
Westmoreland County							x	x	x	x	x	x	x	92	41	7	14
Wise County							x	x	x	x	x	x	x	45	70	7	7
Wythe County									x	x	x	x	x	20	25	5	4
York County							x	x	x	x	x	x	x	62	68	7	9
Totals =	2	2	2	3	3	4	20	24	26	28	28	28	28	4,155	2,569		

*Since students are assigned for short periods of time in some programs, multiple students can be served per slot.

Attachment A3

**Profile of Regional Alternative Education Program Student Status
End of School Year – 2005-2006**

Table A3.

Status of Students at the End of the 2005-2006 School Year [1]

School Division Fiscal Agent	Number of Students Served	Total Number of Students Who...		
		Remain in the Program for 2006- 2007 [2]	Returned to Sending School for 2006-2007 [2]	Dropped out or Were Expelled/Dismissed in 2005-2006 [2]
Bristol City Public Schools	86	32 (37.2%)	17 (19.8%)	14 (16.3%)
Brunswick County Public Schools	83	43 (51.8%)	4 (4.8%)	23 (27.7%)
Carroll County Public Schools	57	23 (40.4%)	5 (8.8%)	26 (45.6%)
Fairfax County Public Schools	81	4 (4.9%)	72 (88.9%)	9 (11.1%)
Fauquier County Public Schools	132	44 (33.3%)	33 (25.0%)	2 (1.5%)
Fluvanna County Public Schools	373	69 (18.5%)	186 (49.9%)	31 (8.3%)
Henry County Public Schools	38	7 (18.4%)	24 (63.2%)	2 (5.3%)
King William County Public Schools	175	16 (9.1%)	111 (63.4%)	25 (14.3%)
Lynchburg City Public Schools	92	15 (16.3%)	50 (54.3%)	8 (8.7%)
Montgomery County Public Schools	489	4 (0.8%)	442 (90.4%)	35 (7.2%)
Newport News City Public Schools	444	38 (8.6%)	267 (60.1%)	73 (16.4%)
Norfolk City Public Schools	415	113 (27.2%)	128 (30.8%)	43 (10.4%)
Northampton County Public Schools	42	8 (19.0%)	4 (9.5%)	6 (14.3%)
Nottoway County Public Schools	135	4 (3.0%)	75 (55.6%)	45 (33.3%)
Petersburg City Public Schools	53	4 (7.5%)	16 (30.2%)	20 (37.7%)
Pittsylvania County Public Schools	73	5 (6.8%)	54 (74.0%)	13 (17.8%)
Powhatan County Public Schools	55	24 (43.6%)	21 (38.2%)	11 (20.0%)
Prince William County Public Schools	151	94 (62.3%)	23 (15.2%)	30 (19.9%)
Richmond City Public Schools	52	5 (9.6%)	41 (78.9%)	0 (0.0%)
Roanoke City Public Schools	242	55 (22.7%)	179 (74.0%)	22 (9.1%)
Roanoke County Public Schools	63	18 (28.6%)	17 (27.0%)	5 (7.9%)
Russell County Public Schools	164	42 (25.6%)	50 (30.5%)	28 (17.1%)
Scott County Public Schools	126	15 (11.9%)	38 (30.2%)	14 (11.1%)
Stafford County Public Schools	215	21 (9.8%)	134 (62.3%)	34 (15.8%)
Staunton City Public Schools	100	42 (42.0%)	16 (16.0%)	38 (38.0%)
Westmoreland County Public Schools	92	12 (13.0%)	80 (86.9%)	2 (2.2%)
Wise County Public Schools	45	16 (35.6%)	10 (22.2%)	1 (2.2%)
Wythe County Public Schools	20	3 (15.0%)	4 (20.0%)	7 (35.0%)
York County Public Schools	62	11 (17.7%)	8 (12.9%)	16 (25.8%)
Totals =	4,155	787 (18.9%)	2,109 (50.8%)	586 (14.1%)

Note [1]: Data collection regarding the number of graduates or GED recipients and students who otherwise left the program was incomplete at the time of this report and those numbers are not reflected in this chart.

Note [2]: Estimates based on data reported by the programs and follow-up communications.

Board of Education Agenda Item

Item: _____ O. _____

Date: October 25, 2006

Topic: First Review of the Board of Education's 2006 Annual Report on the Condition and Needs of Public Schools in Virginia

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2540

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

_____ Board of Education regulation

_____ Other:

_____ Action requested at this meeting

☒ Action requested at future meeting: November 29, 2006

Previous Review/Action:

☒ No previous board review/action

_____ Previous review/action:

date:

action:

Background Information: Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education. This section of the Code reads as follows:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Summary of Major Elements: A draft of the *2006 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. The Board of Education is requested to review the draft and make any necessary changes, additions, or deletions, which will be incorporated prior to the final review and adoption of the report.

Please note that the *2006 Annual Report on the Condition and Needs of Public Schools in Virginia* will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code).

Also, please note that some data elements are not yet incorporated into the draft text (e.g., the 2006 SOQ compliance data). At the time of this writing the data are undergoing final verifications and will be added prior to the final review of the text at the November 29, 2006, Board of Education meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to incorporate into the report prior to the final review on November 29, 2006.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted online rather than in hard copy.

Timetable for Further Review/Action: Suggested changes and additional data will be incorporated into the report, and the updated document will be presented to the Board of Education for final review and adoption at the November 29, 2006, meeting. Following the Board's final adoption, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia. It will also be made available to the public on the Board of Education's Web site.



VIRGINIA BOARD OF EDUCATION

2006 ANNUAL REPORT

2006
***ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA***

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

NOVEMBER 30, 2006
VIRGINIA BOARD OF EDUCATION

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COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

November 30, 2006

The Honorable Timothy Kaine, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Kaine and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2006 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.

The Board of Education's *2006 Report on the Condition and Needs of Public Schools in Virginia* highlights the success as well as the challenges faced by the commonwealth's public school system. Improving academic achievement for students is the core of the Board of Education's mission, and producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. The Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

The progress shown by our public schools is the result of ongoing collaboration, dedication, workable strategies and wise use of resources, both human and financial. It is the result of the hard work of teachers, administrators, support staff, students, parents, and supporters throughout the Commonwealth. The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts.

As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,
DRAFT

Mark E. Emblidge
President

Statutory Requirement for the Annual Report

The *Code of Virginia*, in § 22.1-18, states:

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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Executive Summary: **2006 Annual Report on the Condition and Needs of Public Schools in Virginia**

The 2006 Annual Report on the Condition and Needs of Public Schools in Virginia summarizes the most significant information to document the condition and needs of public schools in Virginia. The report contains the following:

- An assessment of local school division compliance with the Standards of Quality (SOQ) and the Standards of Accreditation (SOA);
- Complete text of the Standards of Quality (SOQ) as prescribed by the Board of Education and adopted by the 2006 General Assembly.
- A listing of the divisions and schools reporting noncompliance with SOQ and SOA requirements;
- A progress report on the academic performance of Virginia's students using various measures;
- An overview of the significant needs of the public schools that must be addressed in order to continue and enhance the academic progress made in recent years.

Highlights of the findings regarding the condition and needs of the public schools include the following:

- For 2005-2006, ___ of the 132 divisions in Virginia reported full compliance with the Standards of Quality. All divisions that were not in full compliance have filed a corrective action plan.
- Ninety-two percent of Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2005-2006 school year.
- Schools that are struggling to improve student achievement need additional help to use classroom instructional time effectively and to monitor the implementation of effective programs. Teachers and administrators also need additional assistance in using data to improve classroom instruction.
- This year, 73 percent of Virginia's public schools met or exceeded No Child Left Behind achievement objectives, compared to 80 percent last year.

While many objective measures show that the academic performance of Virginia's students is steadily improving, all of Virginia's schools face significant challenges in the next five to 10 years. The challenges include the following:

1. The need for students to have ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at-risk of academic failure;
2. The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling;
3. The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements;
4. The need to increase the graduation rate, which presents unique challenges especially for students with disabilities, minority students, and limited English proficient students; and
5. The need to increase the number of students taking more rigorous courses in high school, especially in light of the rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges.

Virginia's public schools have made great progress, but they undoubtedly still have a long way to go. Nagging problems persist, and we must do more to help schools and divisions that are struggling to meet higher standards for their students. In short, we cannot be satisfied with *competent* levels of achievement; rather, we must focus on moving to *excellent* levels of achievement.

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2005-2010, which may be viewed on the Board of Education's Web site at the following address: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future.

Based upon the needs of the public schools, the Board of Education's priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, ongoing professional development for teachers, administrators, and professional educational personnel.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of hard-to-staff schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

To create a springboard for action, the President of the Board of Education, Dr. Mark Emblidge, has established four new committees to focus attention on priorities for action. The committees consist of members of the Board, and the chairs of the respective committees have set an agenda for action that will move the Board closer to meeting its objectives. In addition to the newly established committees, the Committee on the Standards of Quality has been ongoing for several years and has made recommendations for amendments to the Standards of Quality.

2006 Annual Report on the Condition and Needs of Public Schools in Virginia

Improving Schools and Measuring Success

Virginia's public schools have made solid, measurable progress within the past few years. The issues faced and the solutions sought are often challenging—but achieving the best results motivates teachers and education leaders and drives our effort. Results from both statewide and national assessment tests show that our students are climbing rapidly to the top of the achievement scale. Just look at the numbers:

- Nine out of 10 Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science, and science based on 2005-2006 assessment results.
- The number of Virginia high school students who took Advanced Placement (AP) examinations jumped by nearly 12 percent this year, according to 2005-2006 test results reported by the College Board. The number of AP exams taken by Virginia high school students who qualified for college credit by earning a score of 3 or above also rose significantly as more African-American and Hispanic students took AP tests. Virginia is poised to join a select group of states in which 20 percent or more of high school seniors earn a grade of 3 or more on an AP examination.
- Virginia continued to have one of the highest participation rates in the nation on the SAT Reasoning Test with 73 percent of high school seniors overall and 67 percent of seniors in public high schools taking the test.
- The average ACT composite score among Virginia high school graduates increased significantly this year as the number of test-takers in the state continued to rise. The state's 2006 graduates earned an average composite score of 21.1 on the college admission and placement exam, up from 20.8 last year and higher than any previous year since 1994. The ACT is scored on a scale of 1 to 36. The Virginia average is on a par with the national average ACT score of 21.1, which increased this year from 20.9 in 2005.
- Virginia's academic standards in world history are among the best in the nation, according to a report released by the Thomas B. Fordham Institute. The influential research and policy institute gives Virginia an "A" for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praises the standards as "a model of clarity." The commonwealth was one of only eight states to receive an "A" from the Fordham Institute,
- Virginia students achieved at significantly higher levels on last year's national science tests, bucking a national trend of flat or declining achievement since the previous administration of the National Assessment of Educational Progress (NAEP) science tests

in 2000. Virginia was one of only five states that saw significant increases in overall science achievement in both grades 4 and 8 on the 2005 NAEP. And the Commonwealth was the only state in the nation in which students in both tested grades increased their level of achievement on all three subcomponents of the test (Earth Science, Physical Science, and Life Science).

- A prominent education journal ranked Virginia as a national leader in the use of technology and data to improve instruction and raise student achievement. Virginia received a letter grade of A- and a score of 92 from *Education Week* in the magazine's annual report on educational technology. Only one state, West Virginia, received a higher grade in the magazine's May 4 report: *Technology Counts: 2006 Using Data to Accelerate Achievement*. *Education Week* cited Virginia's low student-to-computer ratios, online assessment program, and technology standards for students and teachers in ranking Virginia as a national leader.

While many objective measures show that the academic performance of Virginia's students is steadily improving, all of Virginia's schools face significant challenges in the next five to ten years. Among the most pressing challenges are the following:

1. The need for students to have ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at-risk of academic failure;
2. The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling;
3. The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements;
4. The need to increase the graduation rate, which presents unique challenges especially for students with disabilities, minority students, and limited English proficient students; and
5. The need to increase the number of students taking more rigorous courses in high school, especially in light of the rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges

From Competence to Excellence

The achievements shown by students in Virginia's public schools have been substantial, strengthening foundations for learning and positioning our teachers and school leaders to continue to build a better future for all students. As encapsulated in the description above, Virginia's public schools have made great progress, but they undoubtedly still have a long way to go. Nagging problems persist, and we must do more to help schools and divisions that are struggling to meet higher standards for their students. In short, we cannot be satisfied with *competent* levels of achievement; rather, we must focus on moving to *excellent* levels of achievement.

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2005-2010, which may be viewed on the Board of Education's Web site at the following address: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future.

To create a springboard for action, the President of the Board of Education, Dr. Mark Emblidge, has established four new committees to focus attention on priorities for action. The committees consist of members of the Board, and the chairs of the respective committees have set an agenda for action that will move the Board closer to meeting its objectives. The following is a brief description of the Board's new committees, followed by an overview of the work the Committee on the Standards of Quality, which has led the Board in the SOQ revision process for the past several years.

School and Division Accountability Committee

The School and Division Accountability Committee was established to study chronically low-performing schools and school divisions and make recommendations on increasing accountability for effective instruction and achievement. The committee initially will focus on schools that lose state accreditation because of low student achievement and schools and divisions that have yet to meet annual benchmarks in reading and mathematics under the *No Child Left Behind Act of 2001* (NCLB).

This committee will take a close look at these schools and divisions and make recommendations on additional tools and interventions that may be needed to ensure that all children in the Commonwealth attend schools that at the very least meet minimum state and federal proficiency standards and objectives.

Dr. Emblidge named Board of Education member David L. Johnson of Richmond as chairman of the committee. Board members Thomas M. Brewster of Tazewell County and Kelvin L. Moore of Lynchburg, will also serve on the panel, which will build on the work of previous committees that oversaw the initial implementation of NCLB, studied low-performing school divisions, and revised the Commonwealth's Standards of Quality and school accreditation standards.

The Board of Education needs to know how well our current statewide system of support for schools is working. By focusing on the schools and divisions that have not shared in the success most of our schools have enjoyed under the Standards of Learning (SOL) program, this committee will be able to determine whether new programs and policies are needed.

Committee on Literacy

The Committee on Literacy will develop strategies to raise the level of literacy of children, adolescents, and adults in the Commonwealth. The committee includes Board members Isis Castro of Fairfax, who will serve as chair, and Dr. Thomas Brewster of Tazewell. Other Board members also will participate. The committee will consider ways to:

- Increase the number of students reading on grade level by the third grade;
- Sustain literacy and a love of reading among students as they move from the elementary-school environment to middle school and high school;
- Assist limited English proficient (LEP) students in obtaining an education; and
- Strengthen literacy programs and policies for adult learners.

Success in our society and economy requires an ever-higher level of literacy. The Board's literacy committee will monitor the effectiveness of Virginia's efforts and recommend policies to increase literacy for Virginia's citizens. The committee will review data and monitor the progress of the Commonwealth's public schools and adult education programs in addressing literacy at all levels. The committee also will advise the Board on issues and policy considerations related to the instruction and assessment of limited English proficient (LEP) students.

Literacy is the foundation for student achievement in all subject areas. We must ensure that all children are reading on grade level by the third grade and that they continue to build on their reading skills throughout their academic careers. Last year, approximately 16 percent of Virginia's third-grade students were unable to demonstrate proficiency on the Standards of Learning (SOL) reading tests and required remedial instruction. The potential impact of effective reading instruction on future literacy is illustrated by a Virginia Department of Education analysis that showed approximately 95 percent of students who pass the grade-3 SOL reading test go on to pass the grade-5 reading test as well.

In Virginia, more than 1 million adults do not have a high school diploma or its equivalent, limiting their earnings potential. During 2004-2005, more than 25,000 adults with below ninth-grade-level English literacy were enrolled in Adult Basic Education or English for Speakers of Other Languages programs throughout Virginia, and nearly 70,000 LEP students were enrolled in Virginia public schools. The literacy committee will receive reports on the effectiveness of all state-level reading programs and initiatives and advise the full Board.

Among the literacy committee's first tasks will be a review of proposed revisions in the state's Standards for English Language Proficiency and a review of issues related to the instruction and assessment of LEP students.

Committee on Early Childhood Education

The Committee on Early Childhood Education is chaired by Board member Eleanor B. Saslaw of Fairfax County. Board member Kelvin Moore of Lynchburg serves on the committee. Other Board members will also participate as the committee:

- Establishes guidelines for school divisions for developing, selecting, and evaluating preschool curricula for quality and alignment with Virginia's *Foundation Blocks for Early Learning*, which constitutes the Commonwealth's standards for appropriate early childhood education in English, mathematics, science, and social science;
- Develops a plan to increase the number of licensed preschool teachers and qualified teacher assistants in Virginia for current and future needs; and
- Collaborates with school divisions, community colleges, and higher education to assess the current and future need for preschool teachers and qualified teacher assistants.

The Board of Education has a critical role to play along with the Governor and General Assembly in determining how best to strengthen early childhood education in the Commonwealth. It is the Board's responsibility to ensure that state-supported preschool programs are academically sound and that young learners are taught by qualified teachers. Preschool provides a foundation for achievement for thousands of Virginia children.

The Virginia Preschool Initiative (VPI), which was established by the General Assembly in 1995, provides funding for early childhood education programs for "at-risk" four-year-olds not served by federal programs, such as Head Start. In 2005, the General Assembly expanded the initiative to provide funding for 100 percent of at-risk children who otherwise would not have access to preschool. Initiative-funded preschool programs now serve approximately 11,000 children in 92 of the Commonwealth's 132 school divisions. Instruction in all VPI programs must be aligned with the state's standards for early childhood education.

The Board of Education adopted Virginia's *Foundation Blocks for Early Learning* in 2005. The preschool-standards define the skills and knowledge essential for success for children entering kindergarten and provide early childhood educators with a set of minimum objectives and research-based indicators of kindergarten readiness.

The work of the early childhood education committee will be supported by a \$15,000 grant from the National Association of State Boards of Education (NASBE) to help improve early learning experiences for children. Virginia was one of six states to receive early childhood education grants from NASBE. The grant program was funded by the W.K. Kellogg Foundation.

Committee on Graduation and Dropout Rates

The task of the Committee on Graduation and Dropout Rates is to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. Vice President Ella P. Ward of Chesapeake and Board member Andrew J. Rotherham of Earlysville will co-chair the committee. The Board's Committee on Graduation and Dropout Rates will:

- Examine policies and data related to middle-to-high school transition, ninth-grade retention, truancy, and dropout and graduation rates;
- Identify best practices to reduce ninth-grade retention and increase the percentage of students who complete high school by earning a diploma; and
- Recommend policies to incorporate the raising of graduation rates into the Commonwealth's accountability system.

Most of Virginia's high school students are meeting or exceeding the Commonwealth's diploma standards but we must redouble our efforts to address the issues that historically have caused students to dropout or complete high school without earning a diploma. Many Virginia schools are implementing programs to reduce ninth-grade retention and increase the likelihood that students will be successful and earn a diploma. The committee will look at these programs and identify practices that should become part of the instructional and guidance programs of every high school in Virginia.

It is vital that Virginia get a handle on the best data we can to better understand the extent of our dropout problem and develop the best interventions we can to better serve our students.

In revising Virginia's school accreditation standards this year, the Board added increasing graduation rates as an objective for high schools. In 2008, the commonwealth's new education information management system will be able to calculate graduation rates for every school and school division based on longitudinal, student-level data using a formula recommended by the National Governors Association.

Revisions to the Standards of Quality

This Board's Committee on the Standards of Quality was established in 2002 by the president at that time, Mark C. Christie. Under the chairmanship of Board member Dr. Gary L. Jones, in 2003 the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the General Assembly for consideration, adoption, and funding. The 2004, 2005, and 2006 sessions of the General Assembly adopted and funded many of the Board's revisions. However, several policy changes that were prescribed by the Board in June 2003 have not yet been enacted or funded by the General Assembly.

Nonetheless, the Board concluded that the changes were necessary. Improving the state-funded standards in the four as-yet unfunded areas would bring the state-supported standards closer to actual practice in school divisions, but more importantly, the funded standards would reflect the Board of Education's recommended best practice.

At its meeting in October 2005, the Board of Education unanimously reconfirmed its support for the prescribed revisions that are yet to be adopted and funded by the General Assembly. The Board of Education will present the four remaining provisions for consideration by the 2007 General Assembly session, and will work to advocate for the funding necessary to implement these provisions, which are as follows:

- Providing for one full-time principal in every elementary school - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools.
- Providing for one full-time assistant principal per 400 students in all schools (K-12) - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school.
- Reducing the caseload for speech-language pathologists - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist.
- Providing for one reading specialist per 1,000 students (in K-12) - The cost for this initiative is determined by generating positions at one per 1,000 students divisionwide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students.

Summary of Cost Estimates of Unfunded Standards of Quality Recommendations of the Board of Education

Unfunded Changes to SOQ Recommended by the Board of Education	FY 2007 State Cost	FY 2008 State Cost
Elementary Principal: Increase to 1 full- time position in every elementary school	\$7.2 million	\$7.3 million
Assistant Principal: 1 full-time assistant principal per 400 students (K-12)	\$51.2 million	\$53.0 million
Speech-language Pathologist: Reduce caseload from 68 to 60 students	\$3.9 million	\$4.2 million
Reading Specialist: 1 position per 1,000 students	\$38.0 million	\$39.3 million
Total for Specific Items Recommended by the Board of Education	\$100.3 million	\$103.8 million

(Language regarding additional revisions to be added here)

Compliance with the Requirements of the Standards of Quality 2005-2006

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). In 1994, a simplified method of collecting information was developed to determine compliance with the SOQ that parallels the accreditation system. The chairman of the school board and division superintendent certify compliance with the standards to the Department of Education.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. See Appendix E for a listing of the information and data used by the Department of Education staff to monitor and verify compliance.

Of the divisions that were not in full compliance, all have filed a corrective action plan. Listed below are the school divisions that reported noncompliance with provisions of the SOQ. The data are for the 2005-2006 school year and for the Standards of Quality that were in effect as of July 1, 2005.

Information to be provided

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

§ 22.1-253.13:3 Standard 3. Accreditation, other standards and evaluation.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

§ 22.1-253.13:7. Standard 7. School board policies.

Compliance with the Requirements of the Standards of Accreditation

Based on 2005-2006 assessment results, nine out of ten Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science, and science. The percentage of schools meeting or exceeding state standards was little changed from the previous year, despite the introduction of rigorous new

Standards of Learning (SOL) assessments in English and mathematics in grades 4, 6, and 7, which were previously untested. The accreditation ratings also reflect the achievement of elementary and middle school students on the United States History to 1877 test, which was introduced in 2005.

The introduction of grade-level testing in English and mathematics and the inclusion of the U.S. History scores represent an increase in expectations for Virginia's students and schools. The fact that more than 90 percent of Virginia's public schools still earned full accreditation reflects the commitment of thousands of teachers, principals, and other educators to helping students meet high standards.

Schools Fully Accredited

Students in 1,670, or 92 percent of the 1,822 schools that were open during 2005-2006 and are open this year met or exceeded state achievement objectives on SOL tests and other statewide assessments in the four core academic areas. Ninety-six percent of Virginia's elementary schools and 97 percent of the Commonwealth's high schools are now fully accredited, compared with 95 percent and 94 percent, respectively, last year.

Factors Influencing Middle School Accreditation

The increased rigor of mathematics testing in grades at the middle school level resulted in a decrease in the percentage of middle schools achieving full accreditation, although nine middle schools that were accredited with warning during 2005-2006 are now fully accredited. The introduction of these tests has provided a shared lesson for educators at every level on the importance of understanding the goal implicit in the mathematics SOL of preparing students for success in Algebra I by grade 8 and by grade 9 at the latest.

Seventy-one percent, or 219 of the 307 middle schools open during 2005-2006 are fully accredited. Of the 86 middle schools that are accredited with warning, 63 are warned solely because of mathematics achievement, including 44 middle schools that were fully accredited last year. Last year, 83 percent of Virginia middle schools were fully accredited based on 2004-2005 achievement.

Schools Accredited with Warning

Forty-seven schools that were on academic warning last year achieved full accreditation, including 24 elementary schools, 9 middle schools, 12 high schools, and 2 combined schools. The number of schools accredited with warning rose to 138, compared with 129 at the close of last year. Seventy-four schools slipped from full accreditation to accredited with warning. A list of schools rated accredited with warning is shown in Appendix D.

Schools Rated "Accreditation Denied"

Six schools were denied state accreditation because of persistently low achievement in the four core content areas. These are the first schools to lose state accreditation since Virginia began rating schools based on student achievement in 1998. The schools denied accreditation, with areas of deficiency indicated, are:

- A.P. Hill Elementary, Petersburg (English, mathematics, history/social science, science)
- Peabody Middle, Petersburg (English, mathematics, history/social science, science)
- J.E.B. Stuart Elementary, Petersburg (English, mathematics)
- Petersburg High, Petersburg (mathematics, history/social science, science)
- Annie B. Jackson Elementary, Sussex County (English, mathematics, science)
- Ellen W. Chambliss Elementary, Sussex County (English, mathematics, science)

Of the six schools in Virginia denied accreditation, four are in Petersburg, the other two in Sussex County. School boards in Petersburg and Sussex must submit a corrective action plan to the state within 45 days of receiving the rating. The divisions will also be required to sign a Memorandum of Understanding (MOU), which is drawn up jointly by the Board of Education and the local school board and sets forth the steps that must be taken by the local division. Because more than one-third of Petersburg's nine schools and Sussex's five schools were denied accreditation, their boards also must evaluate their school superintendents and submit copies of the evaluations to the state by December 1, 2006.

A school is denied accreditation if it fails to meet the requirements for full accreditation after being accredited with warning for three consecutive years. Schools that have been denied accreditation are subject to corrective actions prescribed by the Board of Education and agreed to by the local school board through a signed memorandum of understanding. A school board within 45 days of receiving notice of a school being denied accreditation must submit a corrective action plan to the Board of Education describing the steps to be taken to raise achievement to state standards. The Board of Education will consider the plan in developing the memorandum of understanding, which must be in force by November 1 of the year for which the school has been denied accreditation. Schools that are denied accreditation also must provide the following to parents and other interested parties:

- Written notice of the school's accreditation rating within 30 calendar days of the announcement of the rating by the Department of Education;
- A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
- An opportunity to comment on the division's proposed corrective action plan prior to its adoption and the signing of a memorandum of understanding between the local school board and the Board of Education.

As an alternative to the memorandum of understanding, a local school board may choose to reconstitute a school rated "Accreditation Denied" and apply to the Board of Education for a rating of "Conditionally Accredited." If granted conditional accreditation, the school would have a maximum of three years to raise student achievement to state standards.

Schools Rated “Accreditation Withheld—Improving School”

Two schools, Pocahontas Combined in Tazewell County and Robert E. Lee Elementary in Petersburg, are rated as “Accreditation Withheld – Improving School.” This rating is for schools that are making substantial progress toward full accreditation. To earn this rating, which is only available this year, schools must meet each of the following criteria:

- At least 70 percent of its students must have passed the applicable English assessments except at third and fifth grade where the requirement is 75 percent,
- At least 60 percent of its students must have passed statewide assessments in the other three core academic areas, and
- In areas in which the pass rate is below the rate required for full accreditation, the school’s pass rate must have increased by at least 25 percentage points since 1999.

Schools Rated “Conditionally Accredited” or “To be Determined”

Seventeen newly opened schools are rated as conditionally accredited and the accreditation status of six schools remains to be determined.

Divisions in which All Schools are Fully Accredited or Conditionally Accredited

Sixty-three of Virginia’s 132 school divisions have no schools on the state’s academic warning list. The school divisions with all schools either fully or conditionally accredited are:

Albemarle County	Louisa County
Alleghany County	Madison County
Amelia County	Manassas Park
Appomattox County	Mathews County
Bath County	Middlesex County
Bedford County	Nelson County
Botetourt County	New Kent County
Buckingham County	Northumberland County
Buena Vista	Norton
Carroll County	Nottoway County
Charlotte County	Orange County
Clarke County	Patrick County
Colonial Heights	Poquoson
Culpeper County	Powhatan County
Cumberland County	Prince George County
Fairfax County	Radford
Falls Church	Rappahannock County
Floyd County	Richmond County
Fluvanna County	Roanoke County
Franklin County	Russell County
Giles County	Salem

Gloucester County
Goochland County
Hanover County
Harrisonburg
Highland County
Hopewell
King William County
Lancaster County
Lee County
Lexington
Loudoun County

Scott County
Shenandoah County
Stafford County
Virginia Beach
Warren County
Waynesboro
West Point
Winchester
Wise County
York County

Explanation of the Accreditation Rating System for Virginia's Public Schools

The accreditation ratings are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science, and science administered during the summer and fall of 2005 and the spring of 2006, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history, and science.

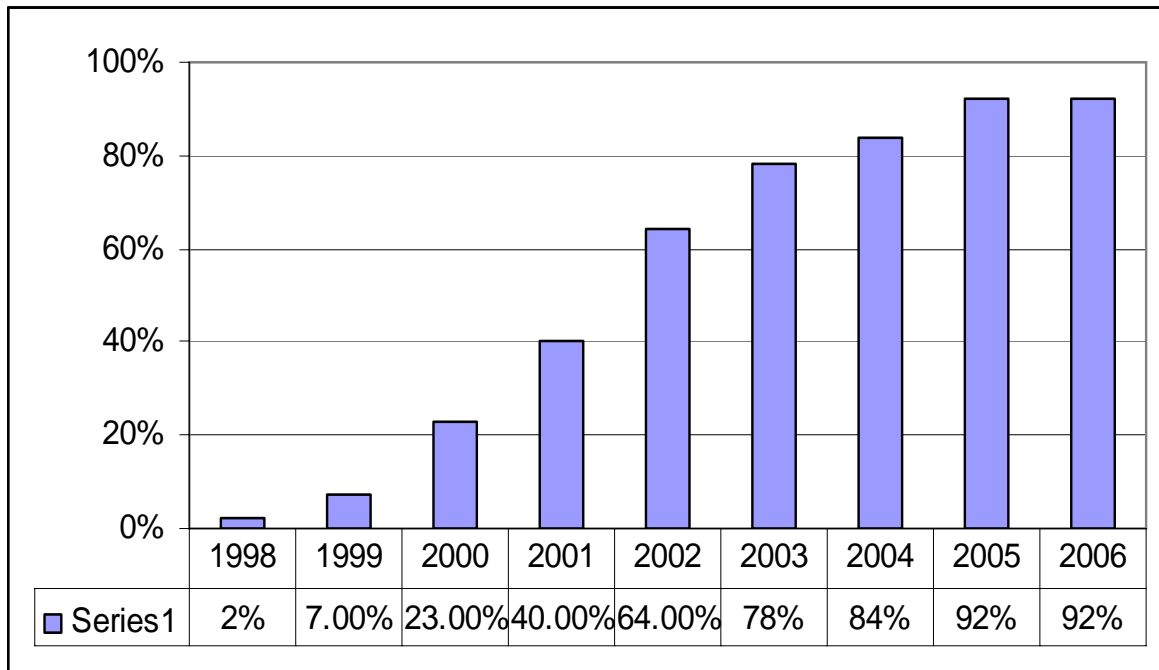
In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5, and 70 percent in grade 4 is required for full accreditation. Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science, and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who previously failed reading or mathematics tests. Adjustments also may be made for students with limited English proficiency, and for students who have recently transferred into a Virginia public school.

The Board of Education adopted the Standards of Learning in 1995. A program of annual assessments in English, mathematics, history/social science, and science in grades 3, 5, 8, and at the end of high school-level courses began in the 1997-98 school year. The department introduced new reading and mathematics tests for grades 4, 6, and 7 during 2005-2006, as required by the federal *No Child Left Behind Act of 2001*.

It is important to remember that in 1998, the first year of SOL testing, only 2 percent of Virginia's public schools met the standard for full accreditation. The percentage of schools meeting the state's accreditation standards increased to 6.5 percent in 1999, 22 percent in 2000, 40 percent in 2001, 64 percent in 2002, 78 percent in 2003, and 84 percent in 2004. Last year, 1,685 or 92 percent of Virginia's schools were rated as fully accredited based on achievement during 2004-2005.

**Percent of Public Schools Rated Fully Accredited:
1998-2006**



**Condition and Needs of Virginia's
Lowest Performing Schools and School Divisions**

Findings for the School-level Academic Review Process for 2005-2006

There were 132 schools Accredited with Warning in 2005-2006. Ninety-four schools were assigned a school support team; 13 schools were identified for a Tier I review; 11 schools were identified for a Tier 2 review; and 14 schools were identified for a Tier 3 review. The tiers refer to the extent of the review, which is based on criteria set by the Board of Education.

For the 132 schools Accredited with Warning in 2005-2006, 92 were warned in English; 33 were warned in mathematics; 49 were warned in science; and 46 were warned in History/Social Sciences. (Note: Schools may be Accredited with Warning in more than one area.)

Twenty-eight schools received school support through either the Partnership for Achieving Successful Schools (PASS) initiative or Reading First. Twenty-three schools were assigned a PASS coach who served as the school support team leader. Five schools were assigned a Reading First coach from the Office of Elementary Instruction who served as the school support team leader.

Those schools warned in the previous year were provided assistance through the school support team. Team leaders followed the school's implementation of the school improvement plan throughout the year. The team leaders cited the following critical needs for these schools most often:

- Professional development is needed to improve instruction.
- Effective data analysis and frequent benchmarking assessment programs need to be improved.
- Recruiting and maintaining highly qualified staff presents a significant problem.
- Leadership at the school and district level needs to be data driven.
- The school improvement plan needs to be aligned with No Child Left Behind (NCLB) and the findings of the academic review.

For those schools in the Tier I, II, or III review, team leaders cited the following critical needs most often:

- Professional development needs to be linked to the strategies in the school improvement plan.
- Remediation programs do not use student data from assessment classroom or SOL assessment.
- Professional development is needed in the areas of instructional techniques, use of instructional time, student engagement and differentiated instruction.
- The school improvement plan needs to be aligned with NCLB and the findings of the academic review.

Condition and Needs of Virginia's Schools as Identified by Adequate Yearly Progress Results

Virginia and 73 percent of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2005-2006 school year, according to preliminary information released today by the Virginia Department of Education. It was the second consecutive year in which Virginia made what the federal law calls Adequate Yearly Progress (AYP) in reading and mathematics.

Schools Making AYP

Of the 1,822 schools that earned AYP ratings based on tests taken in 2005-2006, at least 1,336, or 73 percent, met the federal education law's requirements for increased student achievement. Those schools included 47 Title I schools in the commonwealth that escaped federal sanctions by making AYP for a second consecutive year, despite higher benchmarks in reading and mathematics and the introduction of testing in grades 4, 6, and 7.

Adequate Yearly Progress (AYP) for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
Schools	1,336 (73%)	400 (22%)	86 (5%)	1,822

The shift from cumulative assessments in reading and mathematics in elementary and middle school to annual testing in grades 3-8 increased the rigor of Virginia's assessment program, especially in middle school mathematics, by assessing deeper into the content at each grade level. Virginia's Standards of Learning (SOL) for middle school mathematics are designed to prepare students for Algebra I by grade 8, and at the latest, grade 9. The federal benchmarks increased by four points in both reading and mathematics, to 69 percent in reading and 67 percent in mathematics.

Of the 400 schools that did not make AYP during 2005-2006, 130 met all but one of the federal law's 29 objectives for participation in statewide testing and achievement in reading and mathematics, and 105 met all but two AYP benchmarks. The AYP status of 86 schools remains to be determined.

Last year, 80 percent of Virginia's schools were initially reported as having made AYP based on preliminary 2004-2005 data. Appeals and the submission of additional data eventually increased the percentage to 83 percent. Of the schools that made AYP last year, 1,190 also made AYP based on tests administered during 2005-2006, while 245 did not. The schools that made AYP based on achievement during the 2005-2006 school year include 136 schools that did not make AYP last year based on 2004-2005 tests.

More School Divisions Make AYP

Seventy-two of Virginia's 132 school divisions made AYP during 2005-2006, compared with 68 last year. Of the 52 school divisions that did not make AYP, 26 met all but one of the 29 objectives for achievement and participation in testing. The AYP ratings of 8 divisions remain to be determined.

Adequate Yearly Progress (AYP) for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
Divisions	72 (55%)	52 (39%)	8 (6%)	132

In 24 school divisions, all schools made AYP. These divisions include Alleghany County, Bath County, Botetourt County, Buena Vista, Charlotte County, Clarke County, Craig County, Dinwiddie County, Gloucester County, Goochland County, Highland County, Hopewell,

Lexington, Manassas Park, Northampton County, Norton, Nottoway County, Patrick County, Roanoke County, Rockingham County, Salem, Scott County, Surry County, and West Point.

Forty-seven Title I Schools No Longer Sanctioned

Forty-seven Title I schools made AYP for a second consecutive year, and by doing so, exited school-improvement status. The success of these schools in raising student achievement resulted in the number of sanctioned Title I schools in Virginia falling from 111 to 64.

Title I schools receive funding under Title I of NCLB to provide educational services to low-income children and are the focus of most of the accountability provisions of the law. Under the law, Title I schools that do not make AYP in the same subject area for two or more consecutive years are identified for improvement. School-improvement sanctions increase in severity if a school fails to make AYP in the same subject area for additional consecutive years. A Title I school escapes federal sanctions by making AYP for two consecutive years.

Eight out of ten, or 573, of Virginia's 732 Title I schools made AYP during 2005-2006. Of the Title I schools that did not make AYP, 38 met all but one of the 29 AYP objectives. The AYP status of 33 Title I schools remains to be determined.

Nineteen Title I schools entered or remained in "year one" of improvement based on achievement in 2005-2006 and must offer students the option of transferring to a higher-performing public school for the 2006-2007 school year. Twenty-nine Title I schools entered or remained in "year two" of improvement status, and in addition to offering transfers, must also provide supplemental educational services or tutoring free-of-charge to children who request these services. Eleven Title I schools entered or remained in "year three" of improvement status. These schools must offer transfers, tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.

Two Title I schools, Elkhardt Middle in Richmond and Westview Elementary in Petersburg, entered "year four" of improvement status. Richmond and Petersburg must begin developing alternative governance plans for these schools while continuing to offer transfers and tutoring, and continuing to implement corrective action.

Two schools, Chandler Middle in Richmond and Vernon Johns Middle in Petersburg, entered "year five" of Title I school improvement. These schools must take one of the following actions:

- Reopen as a charter school;
- Replace all or most of the school staff relevant to the school's failure to make AYP;
- Turn the management of the school over to a private educational management company or another entity with a demonstrated record of success; or
- Any other major restructuring of school governance.

AYP ratings are based primarily on the achievement of students on statewide assessments in reading, mathematics, and, in some cases, science. In Virginia, these assessments include SOL tests, substitute tests of equal or greater rigor such as Advanced Placement examinations,

English-language proficiency tests taken by students learning English, and assessments taken by some students with disabilities.

Virginia's AYP objectives based on 2005-2006 achievement were among the highest in the nation because of the progress students have made since 1995 under the SOL program. For a Virginia school or school division to have made AYP this year, at least 69 percent of students overall and of students in all subgroups (white, black, Hispanic, limited English, students with disabilities, and economically disadvantaged) must have demonstrated proficiency on statewide tests in reading, and 67 percent of students overall and in all subgroups must have demonstrated proficiency in mathematics.

Schools, school divisions, and states also must meet annual objectives for participation in testing and for attendance (elementary and middle schools) and graduation (high schools). Schools, school divisions, and states that meet or exceed these objectives are considered to have satisfied the law's definition of AYP toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

Condition and Needs of Virginia's Public Schools as Identified by Standards of Learning Test Results for 2005-2006

Reading Achievement

Overall achievement in reading increased with 84 percent of Virginia students passing SOL and other tests in reading during 2005-2006 compared with 81 percent during 2004-2005. The increase in reading achievement was especially noteworthy in grade 3. Eighty-four percent of third-grade students passed statewide tests in reading last year, an increase of 7 points over 2004-2005. All student subgroups improved in reading during 2005-2006:

- Hispanic reading achievement increased three points, from 73 percent in 2004-2005 to 76 percent in 2005-2006.
- Black students achieved a 73 percent pass rate in reading, compared with 70 percent during the previous year.
- The reading achievement of disadvantaged students increased four points, from 69 percent to 73 percent.
- Limited English students demonstrated a two-point increase in reading proficiency by achieving a 72 percent pass rate in 2005-2006, compared with 70 percent during the previous year.
- White students achieved an 89 percent pass rate in reading, a two-point increase from 87 percent during 2004-2005.
- Students with disabilities raised their reading achievement by 7 points, to 63 percent compared with 56 percent in 2004-2005.

Mathematics Achievement

Pass rates in mathematics were impacted by the introduction of new mathematics tests in previously untested grade levels of 4, 6, and 7. Student achievement often is low on new tests and many middle school students were challenged by the new mathematics assessments. The grade-6 and grade-7 mathematics assessments test deeply into content that is designed to prepare students for success in Algebra I in the eighth grade. The new eighth-grade mathematics test also is more rigorous than the previously administered cumulative grade-8 test that surveyed knowledge of three years of SOL content.

The new tests mean that Virginia is now expecting middle school students to demonstrate a stronger command of rigorous mathematics content sooner than what was required before, and whenever standards are raised, there is a period of adjustment. While many students did not do as well on the new mathematics tests as anticipated, the data from these assessments will be invaluable as teachers adjust instruction to help students meet these new higher expectations.

Fifty-one percent of the students who took the new grade-6 mathematics test passed, and 44 percent tested on the new seventh-grade assessment passed. Achievement in previously assessed grades and in grade 4 was much higher.

- Ninety percent of third graders passed in mathematics.
- Seventy-seven percent of tested fourth graders passed in mathematics.
- Seventy-six percent of tested eighth graders passed in mathematics.
- Eighty-five percent of students who took end-of-course assessments in Algebra I, Algebra II, and Geometry passed.

Overall, seventy-six percent of Virginia students tested last year in mathematics passed, compared with 84 percent in 2004-2005.

- Sixty-two percent of black students passed assessments in mathematics, compared with 73 percent during 2004-2005.
- The mathematics pass rate for disadvantaged students was 62 percent, compared with 74 percent during 2004-2005.
- Sixty-five percent of limited English students passed in mathematics, compared with 77 percent during 2004-2005.
- Sixty-six percent of Hispanic students passed in mathematics, compared with 77 percent during the previous year.
- Eighty-one percent of white students passed in mathematics, compared with 89 percent last year.
- Fifty-two percent of students with disabilities passed in mathematics, compared with 61 percent during 2004-2005.

Science Achievement

Science achievement factors into calculating AYP for elementary and middle schools that select achievement in science as an “other academic indicator.” Science also is a factor for high schools that make AYP through the “safe harbor” provision of NCLB. A school, division, or state makes AYP through safe harbor by reducing the failure rate in a subject area by 10 percent. Safe harbor may be invoked for all students or for students in one or more subgroups. Eighty-five percent of Virginia students passed tests in science, compared with 84 percent last year.

- Black students achieved a 73 percent pass rate in 2005-2006, compared with 72 percent during 2004-2005.
- Seventy-four percent of economically disadvantaged students passed science tests, compared with 73 percent during the previous year.
- Limited English students achieved a pass rate of 69 percent in science, which was the same as the previous year.
- The percentage of Hispanic students demonstrating proficiency in science increased by one point to 74 percent.
- The achievement of white students in science was unchanged, with 91 percent passing state science tests.
- The achievement of students with disabilities in science increased by one point to 65 percent.

Needs of Virginia’s Public Schools 2006 and Beyond

All of Virginia’s schools face significant challenges in the next five to ten years. The challenges include the following:

1. The need for students to have ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at-risk of academic failure;
2. The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling;
3. The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state’s academic standards and the federal No Child Left Behind requirements;

4. The need to increase the graduation rate, which presents unique challenges especially for students with disabilities, minority students, and limited English proficient students; and
5. The need to increase the number of students taking more rigorous courses in high school, especially in light of the rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges.

Closing Statement by the Virginia Board of Education

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. The information in this report points toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. The point that cannot be missed is this: Public education benefits everyone. It is key to ensuring quality of life for Virginia's citizens both now and in the future. The members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

The encouraging results, however, should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

The Board of Education is bold in its expectations, the recommendations from its committees, and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens.

Through its newly established committees the Board has action teams focused on critical areas of concern: finding new and effective ways to help struggling schools and divisions, emphasizing the benefits of early learning programs, improving reading and literacy at every grade, and finding solutions to dropout problems, and keeping young people in school until they graduate.

For the Board of Education, the goal is clear: All children can achieve at high levels. In short, *all* means *all*.

APPENDICES

**Appendix A:
Statewide Standards of Learning Test Results: 1998-2006**

**Appendix B:
Virginia's Public Schools: Demographic and Statistical Data**

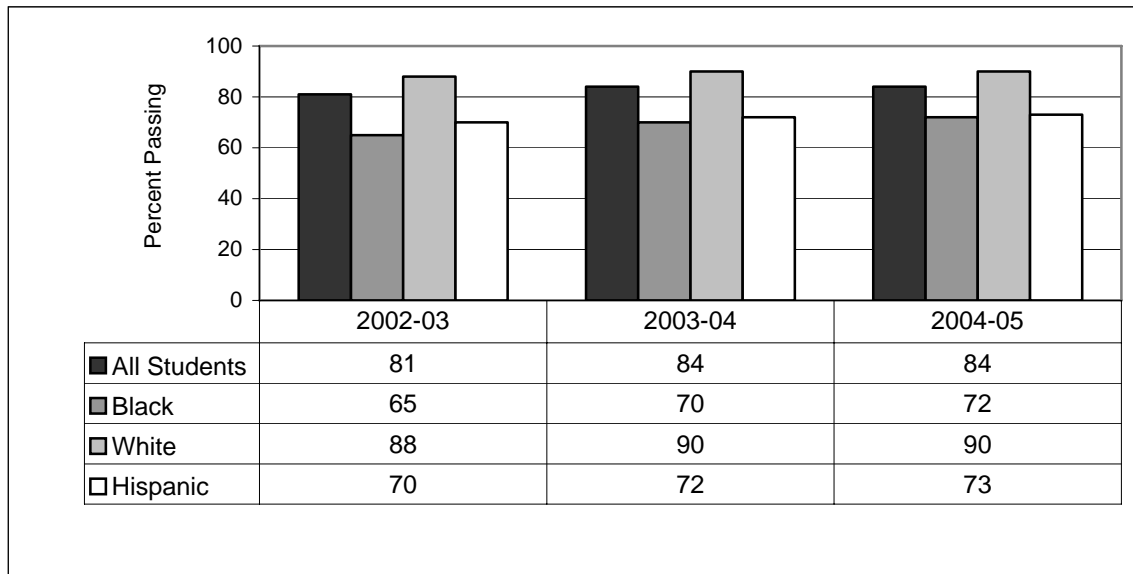
**Appendix C:
Standards of Quality – as of July 1, 2006**

**Appendix D:
List of Public Schools Rated Accredited with Warning**

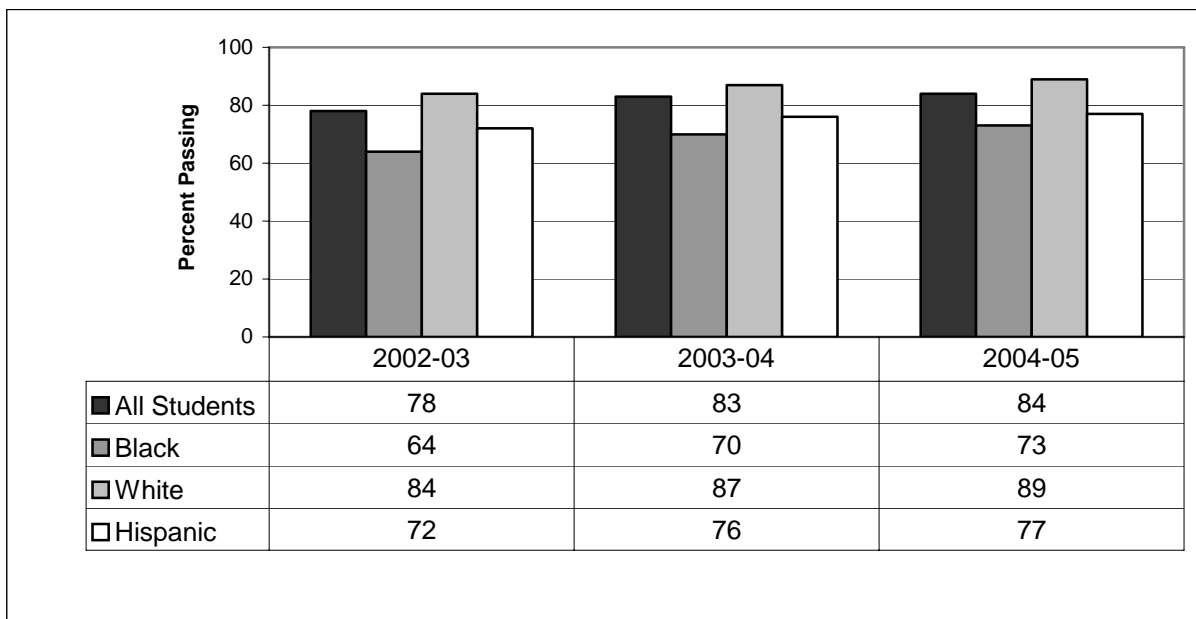
**Appendix E:
List of Data and Reports Used to Document the Condition and Needs of the
Public Schools in Virginia and Compliance with the
Standards of Quality**

Appendix A:
Statewide Standards of Learning Test Results
(2006 data to be added prior to final draft)

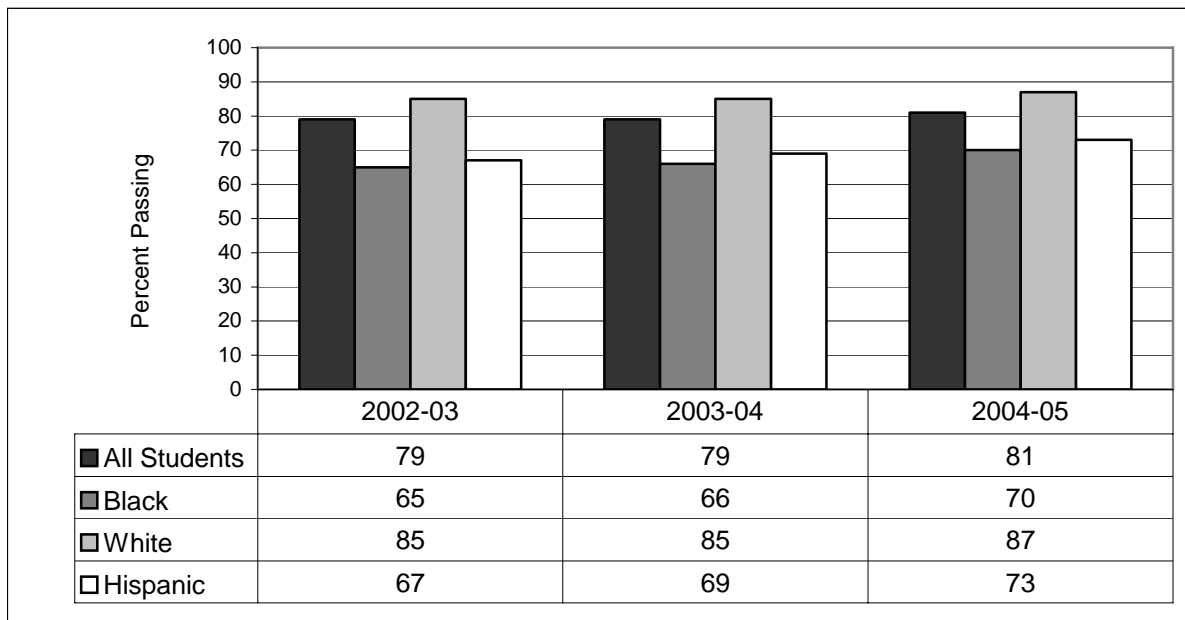
Statewide Standards of Learning Test Results for Science:
By Ethnic Subgroup: 2002-2005



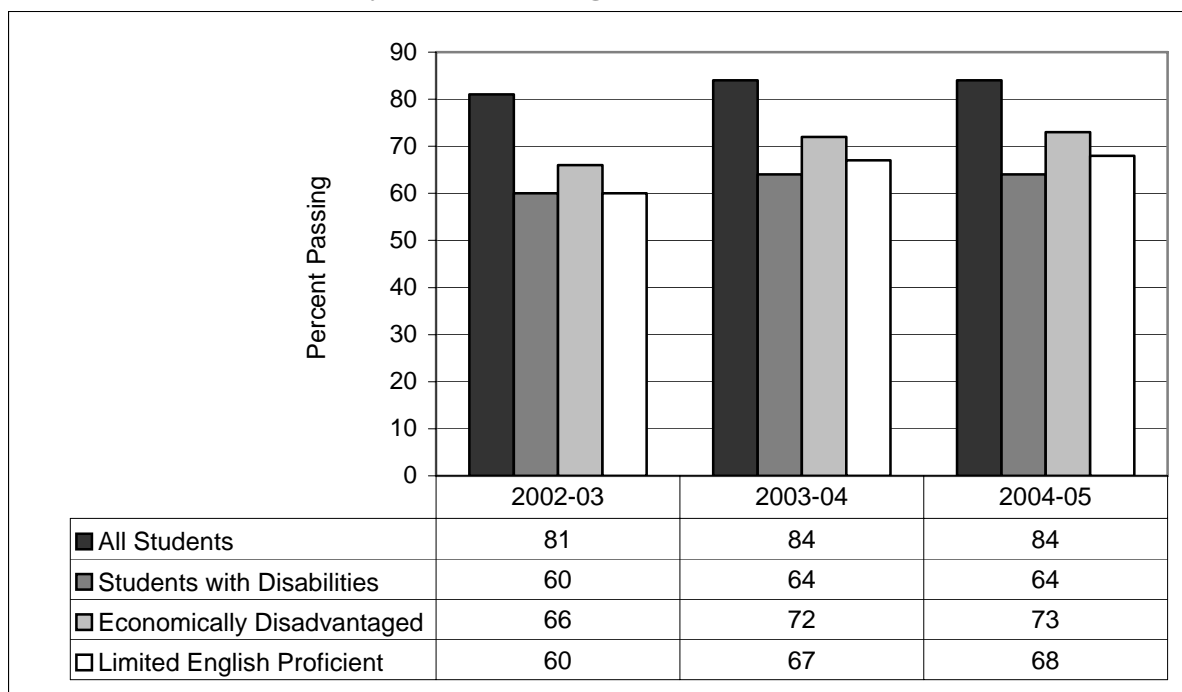
Statewide Standards of Learning Test Results for Mathematics:
By Ethnic Subgroup: 2002- 2005



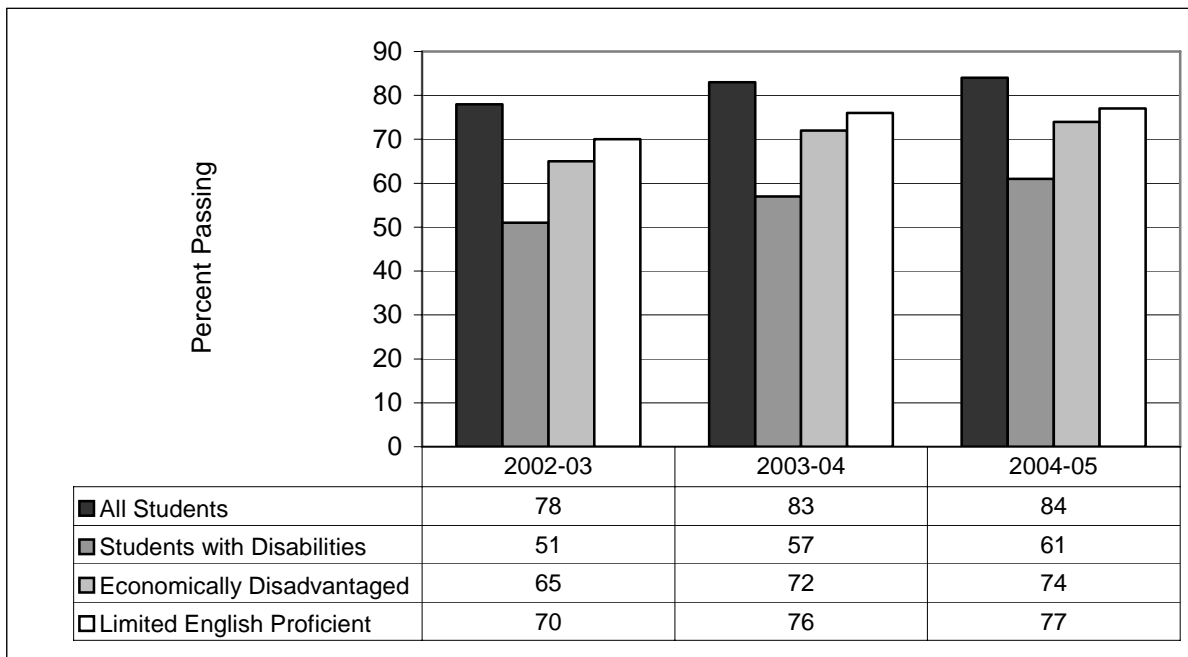
**Statewide Standards of Learning Test Results for Reading/Language Arts:
By Ethnic Subgroup: 2002-2005**



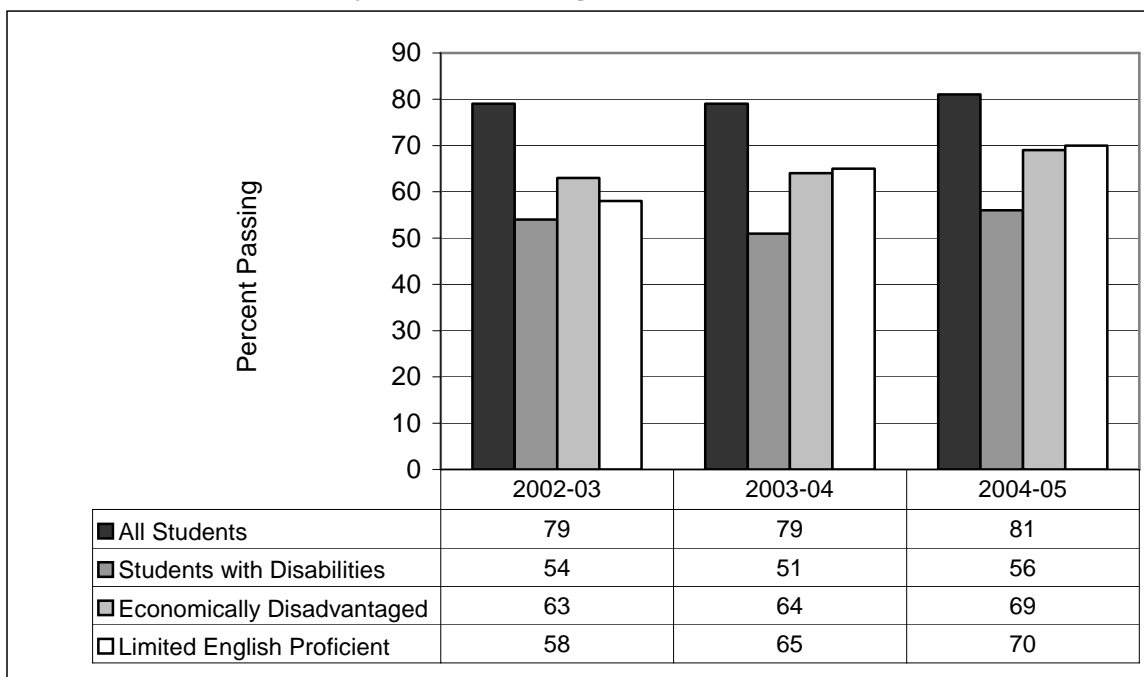
**Statewide Standards of Learning Test Results for Science:
By Student Subgroup: 2002-2005**



**Statewide Standards of Learning Test Results for Mathematics:
By Student Subgroup: 2002- 2005**



**Statewide Standards of Learning Test Results for Reading/Language Arts:
By Student Subgroup: 2002-2005**



Appendix B: Virginia's Public Schools: Demographic and Statistical Data

Enrollment in the Public Schools Statewide (September 30 fall membership report)

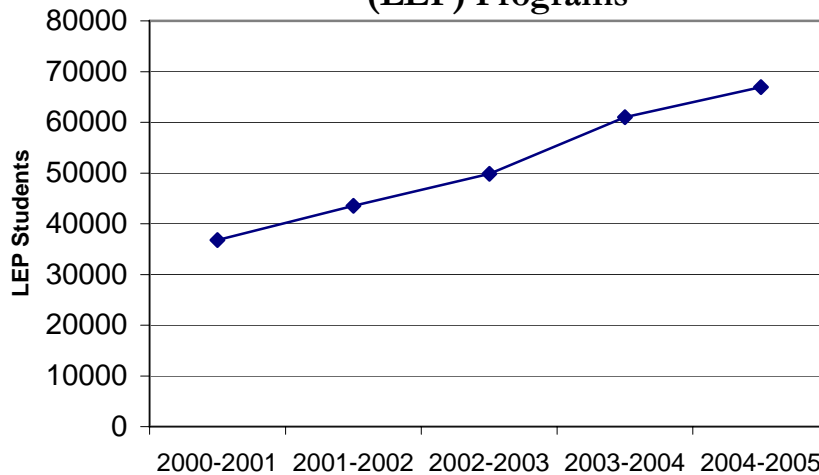
2005-2006: 1,213,767

2004-2005: 1,205,847

2003-2004: 1,192,076

2002-2003: 1,177,229

Enrollment in Limited English Proficient (LEP) Programs



Career and Technical Programs: Number of Industry Certifications, State Licenses Earned, and National Occupational Competency Testing Institute Assessments Passed by Students: 2005-2006

2005-2006

Industry Certifications: 4,501

State Licensures: 999

NOCTI Assessments: 491

Total: 5,993

Enrollment in Special Education Programs

2005-2006: 175, 730

2004-2005: 175,577

2003-2004: 172,525

2002-2003: 169,303

2001-2002: 164,878

Enrollment in Gifted Education Programs

2005-2006: 172,978

2004-2005: 173,195

2003-2004: 173,207

2002-2003: 147,832

Number of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent
2005-2006	387,847	33.11 percent

Percent of Students Enrolled in Advanced Programs

Program Type	2003-2004	2004-2005
Governor's School enrollment	.95%	.96%
Seniors enrolled in International Baccalaureate programs	.24%	.24%
Students taking one or more Advanced Placement courses	11.24%	12.39%
Dual enrollment courses taken	3.88%	4.45%

Program Completion Information
Shown as percent of total number of graduates

Completion Type	2001-2002	2002-2003	2003-2004	2004-2005
Advanced Studies Diploma	46.2%	46%	47.06%	50.2%
Certificate of Completion	0.9%	0.9%	0.89%	.79%
GED	1.2%	1.2%	1.31%	1.52%
GED- ISAEP Program	1.9%	1.3%	1.76%	2.07%
Modified Standard Diploma	0.3%	0.5%	1.97%	2.35%
Special Diploma	2.5%	2.6%	3.6%	3.55%
Standard Diploma	47%	47.4%	46.33%	45.36%

School Safety Data

Violation Type	2001-02	2002-03	2003-04	2004-05
Fights	25,084	26,258	22,425	11,981
Firearms	71	82	110	49
Other Weapons	1,813	1,824	2,244	2,402
Serious Violence	7,301	7,493	7, 241	7,882

Statewide Dropout Information by Ethnic Subgroup
Shown as a percent of total enrollment

Year	All Students	American Indian	Asian	Black	Hispanic	Unspecified	White
2000-01	2.5%	4.9%	1.9%	3.5%	4.6%	NA	1.9%
2001-02	2.0%	2.8%	1.5%	2.8%	3.9%	NA	1.6%
2002-03	2.2%	2.9%	1.6%	3.4%	4.9%	1.1%	1.5%
2003-04	2.0%	1.8%	1.6%	3.2%	5.4%	2.9%	1.3%
2004-05	1.81%	2.05%	1.47%	2.36%	5.27%	1.56%	1.29%

Professional Qualifications of Teachers
Shown as a percentage of core academic classes taught by
teachers not meeting the federal definition of Highly Qualified

	2003-2004	2004-2005	2005-2006
Statewide	6%	5%	5%
In High Poverty Schools	8%	6%	6%
In Low Poverty Schools	4%	3%	3%

Notes:

- High Poverty means schools in the top quartile of poverty in the state.
- Low poverty means schools in the bottom quartile in the state.
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, art, history, and geography.

Highest Degrees Held by Teachers in Virginia (2005-06 school year)

- 52 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
- 46 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
- 1 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)

Provisional and Special Education Conditional Licenses (2005-2006 school year)

- 7.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
- 2.0 percent of teachers were teaching on special education conditional licenses (compared to 2.5 percent in the 2002-03 school year).

Total Number of Teachers and Administrators in Virginia's Public Schools: 2005-2006

Teachers = 98,415
Administrators = 4,153
Total = 102,568

Number of Initial Teaching Licenses Issued by the Virginia Department of Education: 2005-2006

Total no of licenses issued to in-state applicants between July 1, 2005 and June 30, 2006: 6,259
Total no of licenses issued to out-of-state applicants between July 1, 2005 and June 30, 2006: 4,577
Total no of licenses issued between July 1, 2005 and June 30, 2006: 10,836

Total Number of Home-Schooled Students in Virginia

2005-2006: 18,693
2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2005-2006: 95.0 percent
2004-2005: 95.0 percent
2003-2004: 95.0 percent
2002-2003: 94.9 percent
2001-2002: 95.0 percent

**General Fund (GF) Legislative Appropriations—
Total State, Total K-12, Total Direct Aid to Public Education:
FY 1995 through 2006**

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	15,111,251,632	5,071,605,259	33.6%	4,998,052,047	33.1%
2007	16,779,048,401	5,770,433,215	34.4%	5,695,619,782	33.9
2008	16,982,495,713	5,933,601,634	34.9%	5,859,840,675	34.5%

Notes:

"Total GFexpenses

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes \$55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

Appendix C:

2006 STANDARDS OF QUALITY AS AMENDED Effective July 1, 2006

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.

Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning. In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and

related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails all four of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The

costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical

assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall

employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional fulltime for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified;

however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the

appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.

Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and

students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards of Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning.

These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or

investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by gender and by race or ethnicity, and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for

accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-à-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parent of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained and

state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

In addition, the Board may:

- a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
- b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

G. (Effective October 1, 2008) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress

and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; and (vi) technology applications to implement the Standards of Learning.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have

been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for improving student achievement then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13.3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.

A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;

4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies shall be kept in the library of each school and in any public library in that division and shall be available to employees and to the public. If such policies are maintained online, school boards shall ensure that printed copies of such policies are available to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

As required by § 22.1-18, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Appendix D:

List of Public Schools Rated Accredited with Warning

Accomack County	Arcadia Middle	Accredited with Warning
Alexandria City	George Washington Middle	Accredited with Warning
Alexandria City	Jefferson-Houston Elementary	Accredited with Warning
Amherst County	Amherst Middle School	Accredited with Warning
Arlington County	Gunston Middle	Accredited with Warning
Augusta County	Beverley Manor Middle	Accredited with Warning
Bland County	Rocky Gap Elementary	Accredited with Warning
Bristol City	Virginia Middle	Accredited with Warning
Brunswick County	Brunswick High	Accredited with Warning
Brunswick County	Totaro Elementary	Accredited with Warning
Buchanan County	Hurley Middle	Accredited with Warning
Buchanan County	Russell Prater Elementary	Accredited with Warning
Buchanan County	Twin Valley Elem/Middle	Accredited with Warning
Campbell County	Rustburg Middle	Accredited with Warning
Caroline County	Caroline Middle	Accredited with Warning
Charles City County	Charles City Co. Middle	Accredited with Warning
Charlottesville City	Buford Middle	Accredited with Warning
Charlottesville City	Walker Upper Elementary	Accredited with Warning
Chesapeake City	Oscar Smith Middle	Accredited with Warning
Chesterfield County	Falling Creek Middle	Accredited with Warning
Chesterfield County	Salem Church Middle	Accredited with Warning
Colonial Beach	Colonial Beach Elementary	Accredited with Warning
Covington City	Jeter-Watson Intermediate	Accredited with Warning
Craig County	Craig County High	Accredited with Warning
Danville City	Edwin A. Gibson Middle	Accredited with Warning
Danville City	Fresh Start Academy	Accredited with Warning
Danville City	O. Trent Bonner Middle School	Accredited with Warning
Danville City	Westwood Middle	Accredited with Warning
Danville City	Woodberry Hills Elementary	Accredited with Warning
Dickenson County	Ervinton Elementary	Accredited with Warning
Dinwiddie County	Dinwiddie County Middle	Accredited with Warning
Essex County	Essex Int.	Accredited with Warning
Fauquier County	Cedar Lee Middle	Accredited with Warning
Franklin City	Joseph P. King Jr. Middle	Accredited with Warning
Frederick County	Admiral Richard E. Byrd Middle	Accredited with Warning
Fredericksburg City	Lafayette Upper Elementary	Accredited with Warning
Fredericksburg City	Walker-Grant Middle	Accredited with Warning
Galax City	Galax Middle	Accredited with Warning
Grayson County	Baywood Elementary	Accredited with Warning
Grayson County	Fries Middle School	Accredited with Warning
Grayson County	Mt. Rogers Comb.	Accredited with Warning
Grayson County	Providence Elementary	Accredited with Warning
Greene County	William Monroe Middle	Accredited with Warning
Greensville County	Belfield Elementary	Accredited with Warning

Greensville County	Edward W. Wyatt Middle	Accredited with Warning
Halifax County	Halifax County Middle	Accredited with Warning
Hampton City	Aberdeen Elementary	Accredited with Warning
Hampton City	C. Alton Lindsay Middle	Accredited with Warning
Hampton City	C. Vernon Spratley Middle	Accredited with Warning
Hampton City	Cesar Tarrant Elementary	Accredited with Warning
Hampton City	Francis Mallory Elementary	Accredited with Warning
Hampton City	Jane H. Bryan Elementary	Accredited with Warning
Henrico County	Brookland Middle	Accredited with Warning
Henrico County	Fairfield Middle	Accredited with Warning
Henrico County	L. Douglas Wilder Middle	Accredited with Warning
Henrico County	Rolfe Middle	Accredited with Warning
Henry County	Laurel Park Middle School	Accredited with Warning
Isle Of Wight County	Westside Elementary	Accredited with Warning
King And Queen County	Central High	Accredited with Warning
King George County	Potomac Elementary	Accredited with Warning
Lunenburg County	Lunenburg Middle	Accredited with Warning
Lynchburg City	Paul L. Dunbar Mid. For Innov.	Accredited with Warning
Lynchburg City	Sandusky Middle	Accredited with Warning
Manassas City	Grace E. Metz Middle School	Accredited with Warning
Martinsville City	Martinsville Middle School	Accredited with Warning
Mecklenburg County	Park View Middle	Accredited with Warning
Montgomery County	Auburn Middle	Accredited with Warning
Montgomery County	Belview Elementary	Accredited with Warning
Montgomery County	Christiansburg Middle	Accredited with Warning
Montgomery County	Shawsville Middle	Accredited with Warning
Newport News City	Achievable Dream Academy	Accredited with Warning
Newport News City	Crittenden Middle	Accredited with Warning
Newport News City	Homer L. Hines Middle	Accredited with Warning
Newport News City	Huntington Middle	Accredited with Warning
Newport News City	Mary Passage Middle	Accredited with Warning
Norfolk City	Blair Middle	Accredited with Warning
Norfolk City	Lafayette-Winona Middle	Accredited with Warning
Norfolk City	Lake Taylor Middle	Accredited with Warning
Norfolk City	Northside Middle	Accredited with Warning
Norfolk City	Norview Middle	Accredited with Warning
Norfolk City	P. B. Young Sr. Elementary	Accredited with Warning
Norfolk City	Ruffner Middle	Accredited with Warning
Northampton County	Northampton Middle	Accredited with Warning
Page County	Grove Hill Elementary	Accredited with Warning
Petersburg City	Blandford Elementary School	Accredited with Warning
Petersburg City	Vernon Johns School	Accredited with Warning
Petersburg City	Westview Elementary	Accredited with Warning
Pittsylvania County	Chatham Middle	Accredited with Warning
Pittsylvania County	Gretna Middle	Accredited with Warning
Portsmouth City	Brighton Elementary School	Accredited with Warning
Portsmouth City	Churchland Middle	Accredited with Warning
Portsmouth City	Cradock Middle	Accredited with Warning

Portsmouth City	Douglass Park Elementary	Accredited with Warning
Portsmouth City	Westhaven Elementary	Accredited with Warning
Portsmouth City	Wm. E. Waters Middle	Accredited with Warning
Prince Edward County	Prince Edward Middle	Accredited with Warning
Prince William County	Fred M. Lynn Middle	Accredited with Warning
Prince William County	Stuart M. Beville Middle	Accredited with Warning
Pulaski County	Dublin Middle	Accredited with Warning
Pulaski County	Pulaski Middle	Accredited with Warning
Richmond City	Adult Career Dev. Ctr.	Accredited with Warning
Richmond City	Binford Middle	Accredited with Warning
Richmond City	Chandler Middle	Accredited with Warning
Richmond City	Elkhardt Middle	Accredited with Warning
Richmond City	G. H. Reid Elementary	Accredited with Warning
Richmond City	Martin Luther King, Jr. Middle School	Accredited with Warning
Richmond City	Thomas C. Boushall Middle	Accredited with Warning
Roanoke City	Addison Aerospace Magnet Middle	Accredited with Warning
Roanoke City	Forest Park Magnet	Accredited with Warning
Roanoke City	Garden City Elementary	Accredited with Warning
Roanoke City	Hurt Park Elementary	Accredited with Warning
Roanoke City	Patrick Henry High	Accredited with Warning
Roanoke City	Roanoke Acadmy/Math & Sc	Accredited with Warning
Roanoke City	Stonewall Jackson Middle	Accredited with Warning
Roanoke City	William Fleming High	Accredited with Warning
Roanoke City	William Ruffner Middle	Accredited with Warning
Rockbridge County	Maury River Middle	Accredited with Warning
Rockingham County	Elkton Middle	Accredited with Warning
Smyth County	Marion Middle	Accredited with Warning
Smyth County	Northwood Middle	Accredited with Warning
Southampton County	Southampton Middle	Accredited with Warning
Spotsylvania County	Post Oak Middle	Accredited with Warning
Staunton City	Shelburne Middle	Accredited with Warning
Suffolk City	Elephant's Fork Elementary	Accredited with Warning
Suffolk City	John F. Kennedy Middle	Accredited with Warning
Suffolk City	King's Fork Middle	Accredited with Warning
Surry County	Luther P. Jackson Middle	Accredited with Warning
Sussex County	Sussex Central High	Accredited with Warning
Sussex County	Sussex Central Middle	Accredited with Warning
Tazewell County	Graham Middle	Accredited with Warning
Tazewell County	Richlands Middle	Accredited with Warning
Tazewell County	Tazewell Middle	Accredited with Warning
Washington County	Damascus Middle	Accredited with Warning
Washington County	Glade Spring Middle	Accredited with Warning
Washington County	Wallace Middle	Accredited with Warning
Westmoreland County	Montross Middle	Accredited with Warning
Williamsburg-James City County	Toano Middle	Accredited with Warning
Wythe County	Jackson Memorial Elementary	Accredited with Warning

Appendix E:

List of Data and Reports Used to Document the Condition and Needs of the Public Schools in Virginia and Compliance with the Standards of Quality

Standard	Data Available to Document Compliance
<p>1. Instructional programs supporting the Standards of Learning and other educational objectives.</p> <p>Program of instruction requirements for school boards:</p> <ul style="list-style-type: none"> • Implement Standards of Learning • Develop and implement a program of instruction for grades K-12, emphasizing essential knowledge and skills, concepts and processes, and the ability to apply the skills and knowledge in preparation for eventual employment and lifelong learning. • Local school boards must develop and implement programs of prevention, intervention, or remediation for students who are educationally at-risk. • Implement other programs, including: <ul style="list-style-type: none"> ○ Career and technical education programs ○ Drop out prevention programs ○ Special education services ○ Programs for gifted students ○ Programs for limited English proficient students 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self assessment) • SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level • Standardized test results for: NAEP, SAT, AP • Statistics on student enrollment in remedial, special education, career and technical, and gifted programs • Division-level and school-level AYP reports • Results of the academic review of schools rated “Accredited with Warning” • Federal program monitoring self-assessments-special education and career and technical education report • Special education child count
<p>2. Instructional, administrative, and support personnel.</p> <ul style="list-style-type: none"> • Licensed instructional personnel in subject areas • Staffing ratios for: <ul style="list-style-type: none"> ○ Students in average daily membership ○ Educable mentally retarded students ○ Gifted, career and technical education, and special education students ○ At-risk students ○ Limited English proficient students ○ Reading specialists • Planning periods for middle and high school teachers • Public reporting of pupil/teacher ratios • Support services 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Annual School Report • Programs for the gifted report • English language proficiency assessment results • Number of limited English proficiency, immigrant, and refugee students by language and county • Instructional personnel survey • Supply and demand survey

<p>3. Accountability, accreditation, and assessments. Accountability requirements including:</p> <ul style="list-style-type: none"> Fully accredited schools Public meetings to review accreditation status Academic reviews and reporting requirements Requirements for corrective action plans SOL Assessment program requirements NAEP assessment requirements SOL test security provisions 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self- assessment) SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level Standardized test results for NAEP, SAT, AP Statewide and school-level accreditation ratings report. Statewide, division-level, and school-level AYP results and list of Title I schools identified for improvement Academic reviews (school and division-wide) Report on the PASS program
<p>4. Student achievement and graduation achievement and graduation requirements.</p> <ul style="list-style-type: none"> Types of diplomas Diploma requirements Provision for diploma seals Notification to parents of rising eleventh- and twelfth-grade students of (i) the number of standard and verified units of credit required for graduation and the remaining number of such units of credit the individual student requires for graduation. Notification of the right to a free public education for students who have not reached 20 years of age to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5. 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self-assessment) SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level Standardized test results for NAEP, SAT, AP Statewide and division-level: <ul style="list-style-type: none"> Graduation rates Dropout rates AYP results
<p>5. Teacher quality and educational leadership.</p> <ul style="list-style-type: none"> Requirements for high-quality professional development: local board, division superintendent, and teachers Local six-year plan: requirement to include recruitment, employment, and retention of high-quality personnel 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self-assessment) Statewide and division-level percentage of teachers meeting “highly qualified” requirements
<p>6. Planning and public involvement.</p> <ul style="list-style-type: none"> Requirements for adoption and revision of a division six-year plan Requirement for technology plan Requirement for each school to prepare a biennial plan Public participation 	<ul style="list-style-type: none"> Annual Report on Compliance with the SOQ (self-assessment) Annual Local School Division Technology Plan report

<p>7. School board policies.</p> <ul style="list-style-type: none"> • Requirements for maintaining, reviewing, and revising policy manual • Policy manual developed with public participation • Requirements for content of policy manual: <ul style="list-style-type: none"> ○ System of two-way communication ○ Selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials ○ Standards of student conduct and attendance and enforcement procedures ○ School-community communications and community involvement ○ Guidelines to encourage parents to provide instructional assistance to children in the home ○ Procedures for addressing concerns with the school division and recourse available to parents ○ Cooperatively developed procedure for personnel evaluation ○ Grievances, dismissals, etc., of teachers, and the implementation procedure ○ Copy of manual must be on file in each school library 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment)
<p>8. Compliance.</p> <ul style="list-style-type: none"> • Each school board shall provide as a minimum, the programs and services provided in the SOQ. • The Board of Education may petition the circuit court to mandate or otherwise enforce school division compliance with the SOQ, including implementation of a corrective action plan. 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Statewide and school-level accreditation ratings report including the names of schools “Accredited with Warning” • School-level AYP reports and list of Title I schools “in improvement” • Results of division-level Academic Reviews and Academic Reviews of schools rated “Accredited with Warning”

Board of Education Agenda Item

Item: _____ P. _____

Date: October 25, 2006

Topic: First Review of Proposed Revisions to the Standards of Quality

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

X Board review required by
X State or federal law or regulation
____ Board of Education regulation
____ Other: _____

____ Action requested at this meeting X Action requested at future meeting: November 29, 2006

Previous Review/Action:

X No previous board review/action
____ Previous review/action
date _____
action _____

Background Information: Article VIII, § 2 of the Constitution of Virginia requires the Board of Education to determine and prescribe standards of quality for the public schools in Virginia. The Constitution states:

“Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality....”

On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.

The Board of Education revised its bylaws in October 2001 to require the Board to “determine the need for a review of the SOQ from time to time but no less than once every two years.” In 2002, the General Assembly passed several bills regarding the Standards of Quality. Senate Bill 201 added § 22.1-18.01

to the Code and required that “To ensure the integrity of the standards of quality, the Board of Education shall, in odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject only to revision by the General Assembly, by (i) reviewing the standards and (ii) either proposing amendments to the standards or (iii) making a determination that no changes are necessary.” House Bill 884 and Senate Bill 350 amended § 22.1-18 of the Code and required that the Board include in its annual report to the General Assembly, “a complete listing of the current standards of quality for the Commonwealth’s public schools, together with a justification for each particular standard, how long each such standard has been in current form, and whether the Board recommends any change or addition to the standards of quality.” Senate Joint Resolution 120 requests that the Board of Education “revise the Standards of Quality to ensure these statutory practices are realistic vis-à-vis the Commonwealth’s current educational needs and practices.”

The Standing Committee on the Standards of Quality was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. The stated purpose of the committee was to determine the information to be reviewed to determine the condition and needs of public education and the process to be used to complete this comprehensive review. The committee created an inclusive public process, encouraged public comment from all education constituents and the public, and considered policy issues brought before it by superintendents, principals, teachers, local school board members, parents, and local government officials.

The Board made the following recommendations to the General Assembly in 2003:

- There shall be one full-time principal in each elementary school.
- There shall be one full-time assistant principal for each 400 students in each school.
- There shall be elementary resource teachers in art, music, and physical education.
- The secondary school pupil to teacher funding ratio shall be reduced from 25:1 to 21:1 to support scheduled planning time for secondary teachers.
- The state-required speech language pathologist caseload shall be reduced from 68 to 60 students.
- There shall be two technology positions per 1,000 students in grades K-12 divisionwide, one to provide technology support and one to serve as a resource teacher in instructional technology.
- The formula for the calculation of funding support for SOQ prevention, intervention, and remediation shall be revised.
- There shall be one full-time instructional position for each 1,000 students to serve as the reading specialist.

The 2004 General Assembly passed legislation and appropriated funding for the elementary resource teachers in art, music, and physical education; the planning period for secondary school teachers, the technology positions, and the revisions in the formula in support of SOQ prevention, intervention, and remediation.

In 2004, the Board recommended the four unfunded staffing recommendations, as well as a number of policy changes to the General Assembly. The policy changes included requiring the following:

Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives

- The curriculum adopted by the local school board shall be aligned to the Standards of Learning.

- Local school boards shall develop and implement a program of instruction for grades K through 12 that corresponds to the Standards of Learning, and meets or exceeds requirements of the Board of Education.
- Local school boards shall implement a process of collecting and analyzing data, and using the results to evaluate and make decisions about the instructional program.

Standard 2. Instructional, administrative, and support personnel

- State funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

Standard 3. Accreditation, other standards and evaluation

- Local school boards shall report the results of all school academic reviews and the required annual progress reports in public session, and the local school board shall implement any actions identified through the academic review and utilize them for improvement planning.
- Each local school board shall require the implementation of a data-driven decision making process to evaluate student progress and determine and recognize education performance.
- Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

Standard 5. Teacher quality and educational leadership

- Teacher evaluations shall be based on regular observation of the teacher in the classroom. The evaluations shall be based, in part, on evidence that instruction is aligned with the school division's written curriculum, and shall include identification of appropriate professional development tailored to each individual teacher's instructional needs.
- Each local school board shall require its members to participate annually in high-quality professional development programs on governance, including but not limited to personnel policies and practices: curriculum and instruction; use of data in planning and decision making; and current issues in education.
- Local school boards shall provide teachers and principals with high-quality professional development programs each year in instructional content.
- Each school board shall require all instructional personnel to participate each year in these high quality professional development programs.
- Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

Standard 6. Planning and public involvement

- The Board of Education's statewide comprehensive, unified, long-range plan shall be based on data collection, analysis, and evaluation.
- The Board's plan shall include the objectives related to the improvement and sustainability of student achievement.
- Each local school board's divisionwide comprehensive, unified, long-range plan shall be based on data collection, analysis, and evaluation.
- The local school board's plan shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations.
- The local school board's plan shall include the objectives related to the improvement and sustainability of student achievement.
- The local school board's plan shall include provisions for parent and family involvement to include building successful school and parent partnerships.

Standard 8. Compliance

- Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.
- Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly.

The 2005 General Assembly passed legislation containing the policy changes recommended by the Board, but did not appropriate the funding for the four unfunded positions. In 2005, the Board again proposed the four unfunded staffing recommendations, but the 2006 General Assembly did not appropriate funding for the positions.

In 2006, the Board began considering further changes to the Standards of Quality. At the April 27, 2006, planning session department staff presented an overview of the statutory provisions contained in §§ 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia*.

On May 23, 2006, the Standards of Quality Committee held a forum to hear comments from various organizations on potential changes to the Standards of Quality. Groups invited included the: Virginia Association of School Superintendents, Virginia School Boards Association and the VSBA Limited English Proficiency Caucus, Virginia Education Association, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of Supervision and Curriculum Development, Virginia Municipal League, and Virginia PTA.

On June 27, department staff presented the committee with an overview of Standards of Quality funding, covering:

- An overview of direct aid to public education funding that covered federal, state, and local funds;
- A summary of how state and local shares of funding are calculated using the composite index of local ability-to-pay;

- An overview of SOQ funding for public education which included the different SOQ accounts such as Basic Aid, Sales Tax, and Special Education; and
- General descriptive information concerning account descriptions, calculations, and funding formulas.

On July 25, 2006, staff presented the committee an overview of the four unfunded recommendations, as well as staffing considerations regarding mathematics specialists, library-media specialists, and using data to improve student achievement. The committee also heard a presentation about new Standards of Quality requirements in the 2006 Appropriation Act, including a request that the Board develop a staffing recommendation for students who are blind and visually impaired.

Between September 11 and September 27, 2006, the Board held ten public hearings throughout Virginia on the Standards of Quality and heard from 123 speakers. The most frequent recommendations made by the speakers were for:

- One reading specialist for every 1,000 students.
- Additional librarians: In elementary schools, an additional full-time librarian for every 500 students over 300; in middle and secondary schools, an additional full-time librarian for every 500 students over 1,000.
- Clerical support for librarians: One full-time clerk at 350 students, and an additional clerk for every additional 600 students.
- One full-time mathematics teacher specialist for each school.
- One testing coordinator for each school.
- A minimum of ten current print material titles per student in each school library, with copyrights averaging within the last ten years.

Summary of Major Elements: Attached are the proposed changes to the Standards of Quality. These changes include the four unfunded staffing positions:

1. Require one full-time principal in each elementary school.

The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students. The responsibilities of the principal are demanding and present significant challenges for all schools and especially those elementary schools that do not have full-time principals. In those school buildings without a full-time principal, a common practice is to assign a designee, often a resource teacher, who must stop instructional lessons with students to deal with the many situations that arise on a daily basis. This change will provide elementary schools with the same staffing levels for principals as is required for middle and high schools.

2. Require one full-time assistant principal for each 400 students in each school.

The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. No assistant principal is provided through the SOQ in elementary schools with enrollments of fewer than 600 students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school. The demands and responsibilities of assistant principals have intensified based on the increasing

complexity of the principal's role. Changing the SOQ requirement from one full-time assistant principal for each 600 students to one full-time assistant principal for each 400 students addresses the discrepancy between SOQ requirements and actual staffing practices in middle and high schools. It would also provide elementary schools with the same staffing levels for assistant principals as middle and high schools.

3. Require one full-time instructional position for each 1,000 students to serve as the reading specialist.

The Standards of Quality allow, but do not require, one full-time reading specialist in each elementary school, at the discretion of the local school board. Many school divisions already have reading specialists to provide additional resources to assist classroom teachers in instruction of reading skills and to permit individualized attention for students needing additional time and help. Research indicates that reading deficiencies in many students can be prevented or ameliorated with appropriate intervention.

4. Reduce the state required speech language pathologist caseload from 68 to 60 students.

Currently, the caseload for speech-language pathologists is mandated by the Board's *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, 8 VAC 20-80-45, at 68 students. Speech-language pathologists provide services to students with communication disorders and are valuable assets to schools striving to address the phonology awareness and language skills that support literacy. The high caseloads carried by many speech-language pathologists limit their ability to support improved literacy for children with communication disorders and to serve as resources to teachers. The current statewide average caseload as of December 1, 2005, was 53 students.

In addition, the Board may wish to consider the following options:

Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives

- Clarify that the program of instruction offered by local school divisions includes the knowledge and skills needed for gainful employment to prepare students to achieve economic self-sufficiency.
- Add a requirement that the programs of prevention, intervention, and remediation offered by the school division include components with a demonstrated record of effectiveness.
- Clarify that remediation is required if a student fails to achieve a passing score on all Standards of Learning tests in the grade, or who fails an end-of-course Standards of Learning test required for the award of a verified credit. Remediation may be required if the student fails to achieve a passing score on one or more, but not all, Standards of Learning tests in grades three through eight.
- Add a requirement for the early identification, diagnosis, and assistance for students with problems with mathematics, and provision of instructional strategies and practices that benefit the development of mathematics skills for all students.

Standard 2. Instructional, administrative, and support personnel.

- Require local school boards to employ one mathematics teacher specialist per 1,000 students in grades kindergarten through eight.
- Require local school boards to employ one data analyst/assessment coordinator per 1,000 students.
- Require local school boards to maintain pupil-teacher ratios for students who are blind or vision-impaired at not less than the following levels: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one, or Level II, self-contained student weight of 2.5.

(Item 128.C of Chapter 3, 2006 Acts of Assembly, states, “The Board of Education shall consider the inclusion of instructional positions needed for blind and vision impaired students enrolled in public schools and shall consider developing a caseload requirement for those instructional positions as part of its review of the Standards of Quality....”)

Standard 3. Accreditation, other standards and evaluation

- Add language specifying that the cumulative eighth grade history and social science Standards of Learning test will be eliminated after the 2007-2008 school year. Instead, all school divisions must administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics Standards of Learning tests.
- Clarify that the School Performance Report Card must include Standards of Learning test results disaggregated by student subgroups.

Standard 4. Student achievement and graduation requirements

- Clarify that provisions be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, and from home instruction.
- Require that school divisions notify parents of secondary students of not just the number of standard and verified credits needed for graduation, but also the subject area requirements.

Standard 5. Teacher quality and educational leadership

- Add a requirement that the local school board provide teachers and principals with professional development programs in effective classroom management.

Standard 6. Planning and public involvement

- Clarify that the strategies for improving student achievement in the Board of Education’s comprehensive plan, as well as the local school board’s comprehensive plan, focus attention on the achievement of educationally at-risk students.

Standard 7. School board policies

- Clarify that the current school division policies made available to the public include the Student Conduct Policy.

- Require that the school division policies be posted on the school division's Web site, in addition to hard copies being made available to the public.

Superintendent's Recommendation: N/A

Impact on Resources: The impact on state funds for the four unfunded staffing recommendations is estimated to be \$100.3 million in Fiscal Year 2007 and \$103.8 million in Fiscal Year 2008, based on Chapter 3, the 2006 Appropriation Act:

Recommendation	FY 2008 Estimated Cost
Elementary principal – One full-time principal in every elementary school	\$7.3 million
Assistant principal – One full-time assistant principal per 400 students	\$53.0 million
Reading specialist – One position for every 1,000 students in K-12	\$39.3 million
Speech-language pathologist – Reduce caseload from 68 to 60	\$4.2 million
Total	\$103.8 million

Timetable for Further Review/Action: Final review and approval will be requested at the November 29, 2006 Board meeting. Upon approval, the recommendations will be submitted to the 2007 General Assembly for its consideration.

2006 STANDARDS OF QUALITY

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § [2.2-4001](#).

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a ~~website~~ Web site, either separately or through an existing ~~website~~ Web site utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such ~~website~~ Web site shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, ~~gainful and~~ employment, or training in a career or technical field ~~to qualify for appropriate training~~; and

development of the ability to apply such skills and knowledge in preparation for eventual employment, and lifelong learning and to achieve economic self-sufficiency.¹

Local school boards shall also develop and implement programs of prevention, intervention, or remediation with a demonstrated record of effectiveness² for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit ~~required for the student's graduation~~.³

Any student who ~~passes~~ achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails ~~all four~~ to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit⁴ shall be required to attend a ~~summer school~~ remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § [22.1-254](#) and § [22.1-254.01](#).

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit ~~required for the student's graduation~~.⁵ Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

¹ Public comment.

² Public comment.

³ Public comment.

⁴ Public comment.

⁵ Public comment.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § [22.1-199.2](#).

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that have a demonstrated record of effectiveness.⁶
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

⁶Public comment.

6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.⁷

12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also

⁷ Comment from the Virginia Mathematics and Science Coalition and several individual commenters.

provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the ~~relevant~~ subject areas in which they are teaching.⁸

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

⁸ Public comment.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following one full-time equivalent instructional position for each 1,000 students in Average Daily Membership to serve as reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board for the school division.⁹

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in and high schools, one full-time, to be employed on a 12-month basis;¹⁰

2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in and high schools, one full-time for each 600 400 students;¹¹

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students.

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and

5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

⁹ Language previously recommended by the Board.

¹⁰ Language previously recommended by the Board.

¹¹ Language previously recommended by the Board.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards shall employ speech-language pathologists in sufficient numbers to ensure a caseload that does not exceed 60 students per position.¹²

L. Local school boards shall employ one full-time equivalent position per 1,000 students in grades kindergarten through eight to serve as a mathematics teacher specialist.¹³

M. Local school boards shall employ one full-time equivalent position per 1,000 students in grades kindergarten through 12 to serve as a data analyst/assessment coordinator.¹⁴

N. Local school boards shall employ instructional and paraprofessional staff to ensure the following maximum pupil-teacher ratios for students who are blind or vision impaired: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one, or Level II, self-contained, student weight of 2.5.¹⁵

~~K~~ O. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

~~L~~ P. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

~~M~~ Q. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes

¹² Language previously recommended by the Board.

¹³ Mathematics specialists recommended by the Virginia Mathematics and Science Coalition.

¹⁴ Assessment coordinators recommended by the Virginia School Counselors Association and others.

¹⁵ Item 128.C of Chapter 3, 2006 Acts of Assembly, states, "The Board of Education shall consider the inclusion of instructional positions needed for blind and vision impaired students enrolled in public schools and shall consider developing a caseload requirement for those instructional positions as part of its review of the Standards of Quality...."

funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

~~R~~ R. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § [22.1-254.1](#), and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

~~S~~ S. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.

Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards ~~of~~ for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#).

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved

criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be the 2007-2008 school year. Beginning with the 2008-2009 school year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.¹⁶ The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the ~~web-based~~ Web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards ~~of~~ for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

¹⁶ The cumulative grade eight history test is being phased out.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § [30-231.2](#), who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 22.1-2705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i)

~~web-based~~ Web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § [22.1-254.1](#).

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by ~~gender and by race or ethnicity~~ student subgroups on the Virginia assessment program as appropriate¹⁷, and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

¹⁷ Changed to match Standards for Accreditation language.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made ~~for students who to~~ facilitate the transfer and appropriate grade placement of students from between other public¹⁸ secondary schools, ~~and~~ from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-à-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the ~~parent~~ parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements¹⁹ of standard and verified units of credit required for graduation pursuant to the standards ~~of for~~ accreditation and (ii) the remaining number and subject area requirements²⁰ of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for ~~graduation a standard or advanced studies diploma~~²¹ of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, special²² or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards ~~of for~~ accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom

¹⁸ To ensure that transfer students are enrolled and appropriately placed.

¹⁹ Public comment.

²⁰ Public comment.

²¹ Public comment.

²² Public comment.

English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § [22.1-5](#).

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, ~~or~~ performing ~~arts~~, or ~~practical arts~~ [career and technical education](#)²³ and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

In addition, the Board may:

²³ Clarification.

- a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
- b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related ~~practical arts~~²⁴ training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board

The Board may promulgate such regulations as may be necessary and appropriation for the collection, analysis, and reporting of such data.

²⁴ Clarification.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his or her service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational

technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; ~~and~~ (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.²⁵

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § [22.1-253.13:6](#), high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

²⁵Public comment.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's ~~website~~ Web site if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement, particularly the achievement of educationally at-risk students,²⁶ then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet ~~website~~ Web site if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for improving student achievement, particularly the achievement of educationally at-risk students,²⁷ then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when

²⁶ Public comment.

²⁷ Public comment.

appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.

A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § [22.1-87](#);
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies, including the Student Conduct Policy, shall be posted on the division's Internet Web site and²⁸ kept in the library of each school and in any public library in that division and shall be available to employees and to the public. If such policies are maintained online, school boards shall ensure that printed copies of such policies are available to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

²⁸To ensure that parents have adequate access to all of the school division policies, including via the Internet.

§ 22.1-253.13:8. Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

As required by § [22.1-18](#), the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Board of Education Agenda Item

Item: _____ Q. _____

Date: October 25, 2006

Topic: Final Review of Proposed Amendments to Virginia's No Child Left Behind (NCLB) Accountability Workbook Affecting Calculations of Adequate Yearly Progress (AYP) for the 2007-2008 School Year Based on Assessments Administered in 2006-2007

Presenter: Ms. Shelley Loving-Ryder, Assistant Superintendent for Assessment and Reporting

Telephone Number: (804) 225-2102 **E-mail Address:** Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date September 27, 2006

action Approved timeline for submission of evidence to USED

Background Information:

Status of Virginia's Consolidated State Application Accountability Plan

The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In May 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under the NCLB law. The NCLB application process involves multiple submissions of information, data, and policies. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook that describes a single statewide accountability system for the Commonwealth. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2006-2007 school year based on 2005-2006 assessment results are described in the amended workbook dated July 21, 2006.

Status of USED Standards and Assessment Peer Review

As part of the NCLB compliance requirements, states must submit materials to the USED for a peer review of the processes and policies related to the development and implementation of the state's standards and assessments. In November 2005, the Virginia Department of Education submitted available documentation to USED for review under this requirement. Because Virginia implemented new tests in reading and mathematics in grades 3 through 8 in spring 2006, as well as a revised alternate assessment program for students with significant cognitive disabilities, some of the required information was not available at the time of the November 2005 submission.

On March 22, 2006, USED issued a letter to Virginia outlining additional evidence to be submitted after the spring 2006 test administration. On June 13, 2006, Virginia submitted a timeline for providing the additional evidence. On June 28, 2006, USED issued a second letter rating Virginia's assessment system as *Approval Pending*. The letter stated that "Virginia's system has one fundamental component that warrants the designation of *Approval Pending*. Specifically, we cannot approve Virginia's standards and assessment system due to outstanding concerns regarding the validity, comparability, alignment, reporting and approved academic achievement standards for the Stanford English Language Proficiency (SELP) assessment when used as a proxy for the reading Standards of Learning (SOL) assessments."

Based on the *Approval Pending* rating Virginia was placed under mandatory oversight by USED and was required to provide, within 25 business days from the receipt of the letter, a plan and a detailed timeline for how it will meet the remaining requirements to come into full compliance by the end of the 2006-2007 school year. A second peer review of the additional information will be conducted once all additional evidence has been submitted.

At its July 26, 2006, meeting the Virginia Board of Education approved a detailed timeline for submission of additional evidence to USED. On August 31, 2006, the Virginia Department of Education received a letter from USED approving Virginia's timeline.

Summary of Major Elements

Amendments to Virginia's Accountability Workbook that address the following issues will be presented:

- elimination of the SELP test as the state-approved assessment instrument to be used as a proxy for the SOL reading tests in grades 3 through 8 for LEP students at level 1 or 2 of English language proficiency;
- removal of scores resulting from certain substitute tests from the calculation of AYP;
- removal of scores resulting from the Virginia Substitute Evaluation Program (VSEP) from the calculation of AYP; and
- expansion of the Virginia Grade Level Alternative (VGLA) to include LEP students at levels 1 and 2 of English language proficiency.

The proposed amendments would affect the calculation of AYP for the 2007-2008 school year based on assessments administered in 2006-2007.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept and approve the proposed amendments to Virginia's NCLB Accountability Workbook for assessments during the 2006-2007 school year.

Impact on Resources:

It is expected that changes to the assessment and accountability systems resulting from these amendments can be made using existing state resources.

Timetable for Further Review/Action:

Virginia's Accountability Workbook will be revised based on the approved amendments and submitted to USED.

Board of Education Agenda Item

Item: _____ R. _____

Date: _____ October 25, 2006 _____

Topic: Report: The Virginia International Education Task Force

Presenter: Mrs. Faye Rollings-Carter, Associate Director, Middle and High School Instruction
Dr. Jonathan L. Lewis, Superintendent of Poquoson City Public Schools and Member of the
International Education Task Force

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Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____
action _____

Background Information:

In April 2005, the Virginia Department of Education received a grant from the Asia Society to investigate how to incorporate additional international knowledge and skills into the Commonwealth's high school redesign efforts. In August 2005, a survey was conducted to identify existing foreign language offerings, international education programs, and best practices, the results of which were then disseminated to the eleven-member International Education Task Force. This task force, representing educators, businesses, parents, and community leaders, convened in November 2005, and again in January 2006, to review the data from the survey and to discuss activities, possible resolutions, and recommendations on international education and high school reform. One recommended activity was conducting an International Education Summit.

A full-day International Education Summit was held on May 2, 2006, for approximately 100 key administrators, educators, parents, business leaders, legislators and other stakeholders to: 1) discuss the importance of international education to Virginia and 2) make recommendations for improving the delivery of critical content and skills related to this topic in Virginia's public schools.

Summary of Major Elements:

The International Education Task Force is making recommendations to the Board of Education based on the data collected from the International Education Survey, the Task Force's own discussions, and the comments from participants at the International Education Summit.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the report for consideration and dissemination to the public upon request.

Impact on Resources:

This activity can be absorbed through existing agency resources at this time. If the agency is required to absorb the additional duties related to this report, other services may be impacted.

Timetable for Further Review/Action:

The Department of Education will disseminate the International Education Task Force's recommendations upon request. The Department will develop a Web site to support K-12 educators in their efforts to further integrate international education into the existing *Standards of Learning* curriculum.

Report
on
International Education
in
Virginia

Presented by
Virginia's International Education
Task Force

October 25, 2006

International Education Task Force Members

Ms. Martha Abbott, Education Director
American Council on the Teaching of Foreign Languages

Dr. Craig Canning, Director, Department of History
College of William and Mary

Mr. Stephen Covert, Principal
Ni River Middle School
Spotsylvania County Public Schools

Ms. Margaret Holt, Director
Hylton High International School
Prince William County Public Schools

Dr. Jonathan Lewis, Superintendent
Poquoson City Public Schools

Ms. Ramona Morrow, Past President
Virginia Congress of Parents and Teachers

Dr. Hans Oppe, Former President
Hauni Richmond, Inc.

Dr. John Rossi, Co-director
Virginia Center for the Teaching of International Studies

Dr. Charles W. Steger, Jr., President
Virginia Tech University

Dr. Charles Sydnor, Jr., President and CEO
Commonwealth Public Broadcasting Corporation

Ms. Ruth Zajur, Director of Educational Outreach
Virginia Hispanic Chamber of Commerce

International Education in Virginia

Introduction

Citizens of the Commonwealth of Virginia are participants in an economy that reaches far beyond the local communities and the boundaries of Virginia. Learning about the world will help students to understand international events that impact their communities, to vote or engage in public discourse with greater understanding of global issues, and to better appreciate the diverse cultures that make up Virginia's classrooms, communities, and workplaces.

With significant foreign investment present in Virginia, there is a need to increase the amount of the Commonwealth's public K-12 curricula devoted to international education. The infusion of international education into the curriculum is not the sole responsibility of history and social science teachers and foreign language teachers. Developing international perspectives within disciplines such as reading, history, science, mathematics, music, art, foreign language, and career and technical education will provide a broader context for teaching and learning and will stimulate the development of analytical skills. It is critical to develop opportunities and activities for the young people of the Commonwealth inside and outside the traditional classroom instruction that will foster a greater understanding of diverse cultures.

Virginia is committed to preparing its students to succeed in the postsecondary education and to understand the interdependence of countries and cultures in the world.

Background Information

The Virginia Department of Education received a grant in April 2005 from the Asia Society to integrate additional international knowledge and skills into the Commonwealth's high school redesign efforts. In August 2005, a survey was conducted to identify existing foreign language offerings, international education programs, and best practices, the results of which were then disseminated to an 11 member International Education Task Force (See Appendix A.) This task force, representing educators, businesses, parents, and community leaders, convened in November 2005 and again in January 2006 to review the data from the survey and to discuss possible resolutions and recommendations on international education and high school reform. In addition, the task force held a follow-up meeting in May after the International Education Summit.

A full-day International Education Summit with a strand on high school reform was held on May 2, 2006, for approximately 100 key administrators, educators, parents, business leaders, legislators, and Board of Education members to discuss the importance of international education to Virginia. Recommendations included in Appendix B of this report resulted from the group discussions at the International Education Summit as well as the input of the International Education Task Force.

The International Education Task Force reports these recommendations to the Virginia Board of Education along with the resolution in Appendix C that seeks support needed to bring global opportunities to teachers, students, and citizens of the Commonwealth.

International Education in Virginia's Classroom Instruction

Virginia has long supported international education. International perspectives are infused into the *Standards of Learning* (SOL) for history and the social sciences, and increased cultural competence is central to the goals and philosophies of foreign language study. The Virginia Board of Education supports international education through the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), which set graduation requirements including successful course completion in world history, geography, and other courses.

Students seeking an "Advanced Diploma" must successfully complete three levels of one foreign language or two levels each of two languages, among other requirements. Middle schools are required to offer foreign language courses for high school credit beginning in the eighth grade, and recent revisions to the SOA include the statement that "elementary schools are encouraged to provide instruction in foreign languages."

Students enrolled in International Baccalaureate (IB) Programs in Virginia pursue IB diploma requirements that infuse international education, the study of world cultures to include literature, music, art, and language, and the development of strong analytical skills while studying world issues. For the "Commonwealth Scholars" diploma program in place in 11 school divisions, students must complete at least two levels of a foreign language, as well as other requirements.

Expanding International Perspectives in Social Science Instruction

History and Social Science Standards of Learning include international perspectives throughout grades K through 12. Beginning in kindergarten, students are introduced to the concept that other cultures and traditions exist, past and present. Additional projects and online resources include:

- Geography Connects/US History Connects online courses for teachers
- Virginia Indian History and Social Science Web site
- Mali: Ancient Crossroads of Africa Web site
- WorldNet Virginia – A Web Resource for SOL
- Postwar Germany and the Growth of Democracy – A Resource Guide
- Annual participation in the International Space Olympics

Global Perspectives in Foreign Languages

Expanding global perspectives is central to the study of foreign languages. Of the seven strands in the Standards of Learning for Foreign Languages, four of the strands relate either directly or in part to the development of international perspectives: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Additional opportunities for students to enrich their participation in foreign language programs include activities inside and outside the traditional classroom, some of which are listed below:

- Summer residential Governor's Foreign Language Academies
 - Three weeks of full immersion in French, German, and Spanish;
 - Three weeks of partial immersion in Japanese, Latin, and Russian;
 - Immersion in both the target language and culture; and
 - Over 6,250 high school students over the past 20 years.

- Virtual Advanced Placement School (VAPS) and Virginia Satellite Education Network (VSEN) available to all divisions, enabling all public school divisions in Virginia to easily expand their course offerings
 - Advanced Placement (AP) Spanish;
 - Levels I-III of Latin and Japanese;
 - Chinese I under development for piloting during the school year of 2006-2007, with plans to develop and add levels II and III in subsequent years; and
 - Arabic I-III, as well as AP Arabic and Chinese, planned for development pending the approval of an AP Incentive grant supporting that initiative.
- *LinguaFolio Virginia*, a language learner self-assessment and portfolio system modeled after the European Language Portfolio. *LinguaFolio Virginia* is a tool where those who are learning or have learned a language at school or outside of school can record and reflect on their language learning and cultural experiences. *LinguaFolio Virginia* includes sections that can be used to reflect on cultural differences and achieve a greater level of cultural competence. It accompanies language learners throughout life and is suitable for documenting language abilities for various uses.

Foreign Language Resources and Teacher Professional Development Opportunities

Resources

In addition to a variety of resources provided through national organizations and Web sites, the Department of Education provides resources such as:

- Memorandum of Understanding (MOU) among the Ministry of Education and Sciences of Spain, the Visiting International Faculty Program (VIF), and the VDOE.
 - Placement of teachers from Spain through VIF;
 - Professional development opportunities sponsored by the Ministry;
 - The voluntary establishment of *International Spanish Academies* within Virginia public schools; and
 - The possibility of establishing trans-Atlantic electronic connections and student and educator exchanges.
- MOU with the Embassy of China under negotiation. The MOU would be designed to enhance and expand the teaching of Chinese in Virginia's public schools.
- Virginia Department of Education Foreign Language Web site, with instructional resources for teaching English, history, and the social sciences through foreign language, as well as links to outside resources.

Professional Development

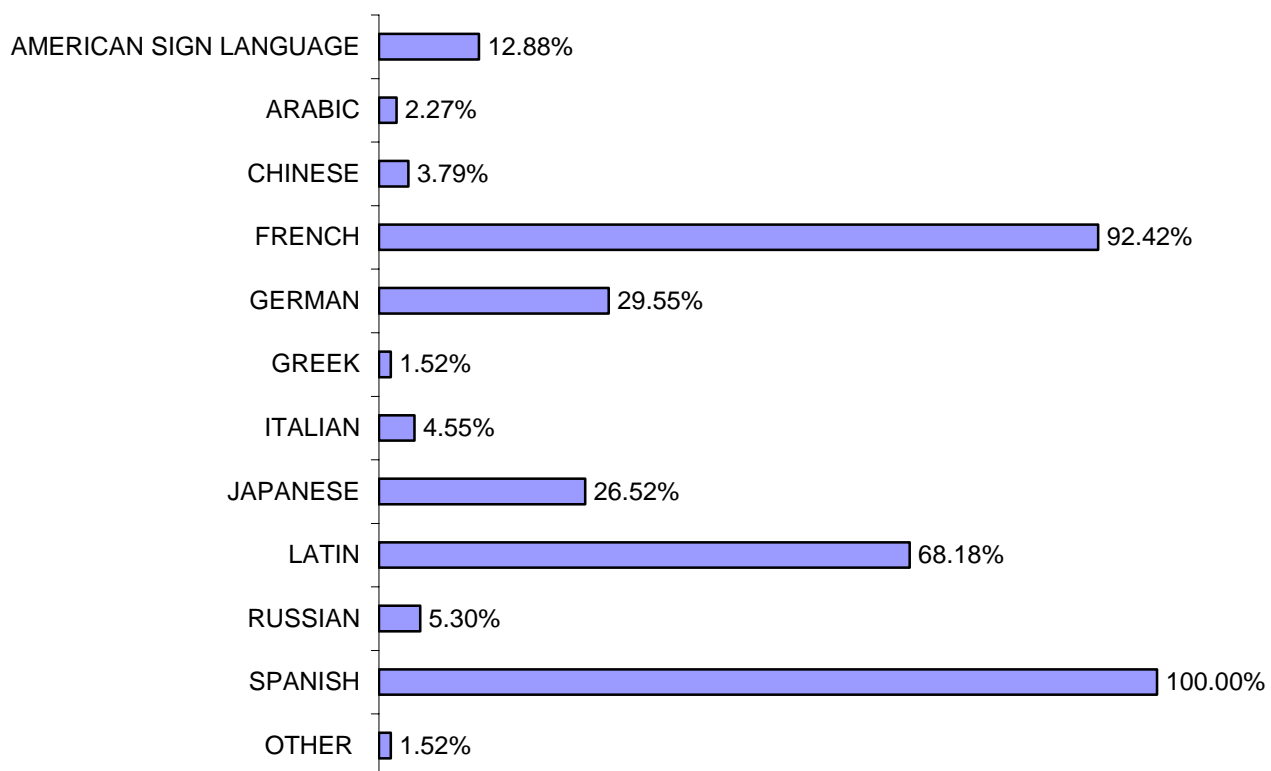
Foreign language teachers must meet the highly qualified teacher criteria under the *No Child Left Behind Act of 2001*. They must also participate in annual professional development activities, which are available at the local, state, and national levels. Professional development activities such as those listed below are a sample of the opportunities available to teachers of the Commonwealth.

- Professional development opportunities
 - Annual Foreign Language Conference sponsored by the Foreign Language Association of Virginia (FLAVA);
 - Immersion weekends for teachers of French, German, Latin, and Spanish in the fall of 2006 sponsored by the VDOE;
 - Two-week summer immersion academies for teachers focusing on current events and incorporation of LinguaFolio into existing curricula offered by Virginia Commonwealth University in collaboration with the VDOE;
 - Opportunities to spend up to one week observing and participating at the Virginia Governor's Foreign Language Academies during the summer; and
 - Membership in and professional development opportunities provided by active chapters of national foreign language associations such as the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish/Portuguese, as well as the Mid-Atlantic Association of Teachers of Japanese and the Classical Association of Virginia.

Conclusion

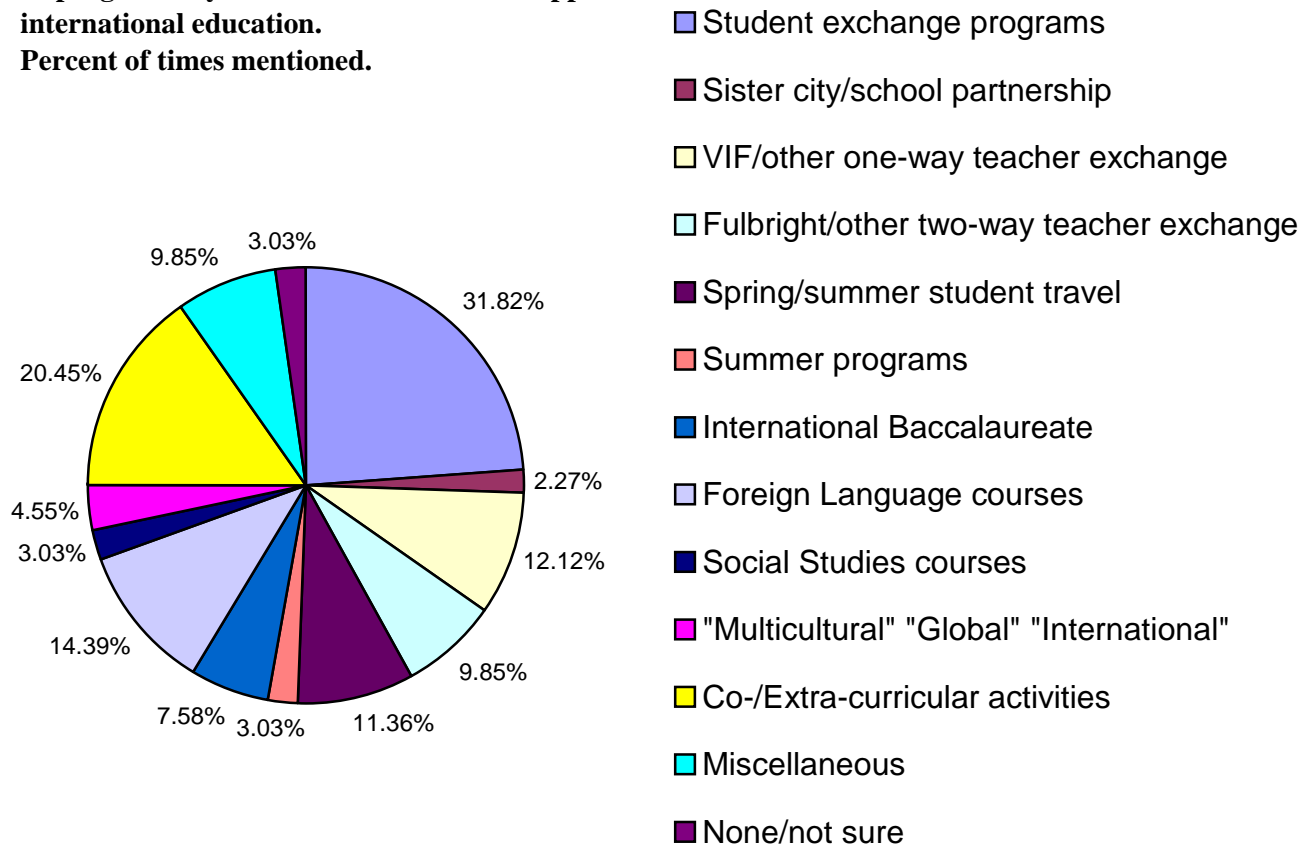
Virginia's International Education Task Force recognizes the importance of international perspectives in public schools and promotes the expansion of international education learning opportunities for all students in grades K through 12. International education promotes knowledge and understanding of other countries through language, history, geography, arts, political and economic systems, and social institutions. Students in the Commonwealth must be able to understand their own connections with the world and how international issues affect their futures. Given the vital importance of high quality international education to the future success of the Commonwealth in an increasingly interdependent world, the Task Force for International Education encourages the schools, businesses and communities to work together in providing further opportunities for the young people, teachers and citizens of the Commonwealth to become globally literate.

**2005 International Education Survey
Percent of School Divisions Offering Each Foreign Language**



International Education Survey Fall 2005

Question 18: Please describe at least one activity or program in your school division that supports international education.
Percent of times mentioned.



International Education Survey International Baccalaureate Schools in Virginia

Public School Division

Arlington City Public Schools
 Bristol City Public Schools
 Chesapeake City Public Schools
 Chesterfield County Public Schools
 Chesterfield County Public Schools
 Clarke County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fairfax County Public Schools
 Fauquier County Public Schools
 Hampton City Public Schools
 Hampton City Public Schools
 Hanover County Public Schools
 Hanover County Public Schools
 Hanover County Public Schools
 Henrico County Public Schools
 Henrico County Public Schools
 Martinsville City Public Schools
 Newport News City Public Schools
 Norfolk City Public Schools
 Prince William County Public Schools
 Prince William County Public Schools
 Prince William County Public Schools
 Roanoke City Public Schools

 Roanoke City Public Schools

 Salem City Public Schools
 Virginia Beach City Public Schools
 York County Public Schools

School Name

Washington-Lee High School
 Virginia High School
 Oscar F. Smith High School
 Meadowbrook High School
 Midlothian High School
 Clarke County High School
 Ellen Glasgow Middle School
 James W. Robinson, Jr. Secondary School
 Langston Hughes Middle School
 Mount Vernon High School
 Robert E. Lee High School
 South Lakes High School
 Thomas A. Edison High School
 Walt Whitman Middle School
 George C. Marshall High School
 J.E.B. Stuart High School
 George Mason High School
 Hampton High School
 Paul D. Burbank Elementary School
 Atlee High School
 Lee-Davis High School
 Patrick Henry High School
 George H. Moody Middle School
 Henrico High School
 Martinsville High School
 Warwick High School
 Granby High School
 Gar-Field Senior High School
 Mills E. Godwin Middle School
 Stonewall Jackson High School
 Fleming High School
 (Fleming-Ruffner Magnet Center)
 Ruffner Middle School
 (Fleming-Ruffner Magnet Center)
 Salem High School
 Princess Anne High School
 York High School

Independent Schools

Cape Henry Collegiate School
 Carlisle School
 Trinity Episcopal School

Fulbright Teacher and Administrator Exchange in Virginia

Data for 2004-2005 Public School Divisions. (Data for 2005-2006 unavailable)

<i>Public School Division</i>	<i>Country</i>	<i>Type of Exchange</i>
Albemarle County Public Schools Monticello High School	Spain	Teacher
Alexandria City Public Schools Mount Vernon Community School	Uruguay	Administrator, one-way
Arlington City Public Schools Barcroft Elementary	England	Teacher
Fairfax County Public Schools Herndon Middle School	Hungary	Teacher
Prince Edward County Public Schools	Germany	Administrator, one-way
Roanoke County Public Schools Hidden Valley High School	France	Teacher

Visiting International Faculty in Virginia*

For the 2005-2006 school year, there are 252 VIF teachers in 36 public school divisions.

Public School Division	Total		
Accomack County Public Schools	2	Newport News City Public Schools	20
Albemarle County Public Schools	3	Portsmouth City Public Schools	8
Alexandria City Public Schools	3	Prince Edward County Public Schools	8
Alleghany County Public Schools	2	Prince William County Public Schools	42
Amelia County Public Schools	1	Rappahannock County Public Schools	2
Arlington County Public Schools	4	Richmond City Public Schools	1
Bath County Public Schools	1	Rockingham County Public Schools	4
Bedford County Public Schools	2	Southampton County Public Schools	2
Campbell County Public Schools	3	Spotsylvania County Public Schools	3
Charles City County Public Schools	1	Stafford County Public Schools	8
Culpeper County Public Schools	3	Suffolk City Public Schools	2
Fredericksburg City Public Schools	1	Virginia Beach City Public Schools	11
Goochland County Public Schools	2	Williamsburg/James Public City Schools	2
Greensville County Public Schools	2	Winchester City Public Schools	9
Hampton City Public Schools	3	York County Public Schools	8
Hanover County Public Schools	2	Total	252
Henrico County Public Schools	8		
Henry County Public Schools	3	Private Organization (Washington, D.C.)*	
Isle of Wight County Public Schools	2	Close Up Foundation	2
Loudoun County Public Schools	73		
Lynchburg City Public Schools	1	Grand Total	254

*Close Up Foundation included in Virginia statistics by Terri Strange-Boston, VIF Regional Director for Virginia

RECOMMENDATIONS

From International Education Summit Participants

Local Level

- Develop a campaign to inform teachers, administrators, parents, and school boards about the need for international perspectives in the schools and the importance of second language acquisition.
- Create a local advisory committee to promote international perspectives.
- Develop education and business coalitions to support and promote international programs and activities.
- Develop a course on current global issues for high school students.
- Use existing programs, organizations, and technology to promote international activities in the schools.
- Provide staff development for teachers and administrators to integrate international perspectives in the curriculum.

State Level

- Develop a pilot program for elementary school language classes.
- Encourage General Assembly to provide additional funds for the summer foreign language immersion programs and include a Governor's Chinese Language Academy.
- Encourage the study of two years of foreign language as a requirement for the Standard Diploma.
- Provide official recognition of foreign language proficiency through certificate, diploma seal or other means.
- Suggest a resolution of support for international education to be issued by the Virginia Board of Education.
- Partner with universities to develop international cultural weekend symposiums for teachers to learn about global issues or specific areas of the world such as China, India, and the Middle East.
- Partner with universities to develop foreign language immersion weekend academies for teachers.
- Provide teacher training on the international perspectives in the core Standards of Learning.
- Develop a Web site on international education to share resources and information.

Business and Community Level

- Create an urgency among educators, parents, and politicians that demonstrates the necessity for international education.
- Communicate to schools the skills and knowledge needed by high school graduates for success in the 21st century.
- Provide international internships and mentorships for students.
- Fund grants for students and teachers for international language and cultural study programs.
- Participate in career days, international weeks, and cultural programs in schools.
- Encourage the Virginia General Assembly to provide funding for new state and local initiatives in international education.

RESOLUTION FOR INTERNATIONAL EDUCATION

WHEREAS, international education fosters an understanding of cultural differences and enables students to understand how world affairs affect their lives; and

WHEREAS, international education fosters critical thinking, and problem solving skills through the exploration of complex global issues; and

WHEREAS, international education must include a commitment to the study of multi-year sequences of world languages, to include the introduction of foreign languages in the early elementary grades, with sequences in the same language available optimally through grade 12, to include instruction at the advanced conversational level; and

WHEREAS, international education increases student knowledge of the world's cultures, peoples, and languages, and brings an international perspective into Virginia classrooms;

WHEREAS, the increased interdependency of nations and people require that Virginia's K-12 instructional program reinforce and augment international knowledge; and

WHEREAS, the Commonwealth of Virginia clearly recognizes that today's world is shaped and driven by economic, social, and political interdependence of nations, necessitating a citizenry well informed about international issues and prepared to live in a global society;

NOW, THEREFORE, BE IT RESOLVED that the Task Force on International Education recommends that the Virginia Board of Education enhance and expand the Commonwealth's focus on international education through formal and informal programs and activities in the public schools to ensure that Virginia's young people are prepared for today's global world; and be it

FURTHER RESOLVED, that the Task Force on International Education strongly recommends that the Virginia Board of Education consider encouraging the systemic integration of international education in the public schools, to include:

- the incorporation of international content into all core curriculum areas;
- the creation of multi-year sequences in K-12 instruction in major world languages;
- the addition of an international dimension to teacher preparation, professional development, and school leadership training programs; and
- the expanded use of technology for language learning, online professional development, and connecting Virginia schools and teachers to schools in other parts of the world; and be it

FINALLY RESOLVED, that the Virginia Board of Education recognize the importance of international education and strongly support the infusion of global perspectives into all disciplines and at all grade levels.